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ABSTRACT

This document is a series of 1999 newsletters from the Academic Senate for California Community Colleges. Reoccurring issues covered in the newsletters are technology and distance education, full-time and part-time faculty, state budget and legislative updates, accreditation, and areas of interest specific to California Community Colleges and the Academic Senate. Titles include: (1) "Fall Session Has It All: From Partnership to Drama"; (2) "Faculty Development Breakouts"; (3) "Participants Learn about State Budget Process"; (4) "Technology at the Fall Session"; (5) "The Impact of the Overuse of Part-Time Faculty"; (6) "Can Computers Replace Teachers?" (7) "What Makes Technology Mediated Instruction (TMI) Succeed?"; (8) "Leadership in an Educational Environment"; (9) "Learning Communities for Basic Skills Success"; (10) "Distance Learning in California Community Colleges"; (11) "Planning and Budget: The Wisdom of Title 5"; (12) "AB 420: A Shaky Beginning, or a Dismal Conclusion?"; (13) "Developing California's Plan for Perkins III"; and (14) "Senate's First Annual Curriculum Institute." (AF)

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Senate Rostrum:

The Newsletter of the Academic Senate for California Community Colleges, 1999

Julie Adams, Editor

February-October 1999

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SenateRostrum

The Newsletter of the Academic Senate for California Community Colleges

Fall Session Has It All: From Partnership to Drama

• *by Lynda Corbin, San Diego Mesa College*

The statewide Academic Senate Fall 1998 Session took place on October 29-31 at the Los Angeles Airport Westin Hotel. The theme of the Session was "Educational Quality and Student Success: Who are the Guardians?" The General Session speakers and the breakout sessions all addressed this theme. One of the keynote speakers was Jack Scott, member of the California State Assembly (and former President of Pasadena City College). Assemblymember Scott commented that in the next decade California community colleges will need to accommodate approximately 450,000 more students; he noted that the Partnership for Excellence is a vehicle for keeping quality in our colleges. If colleges show unsatisfactory progress in meeting the goals, then the mechanism for funding will have to be reconsidered; he observed that the Chancellor's Office will be developing a method next year. He claimed that safeguards were built into the system; progress is to be judged systemwide for three years; if progress is ongoing, the system will continue to be funded.

Best line: "A college is where everyone mutinies but no one deserts."

Among the breakout sessions and speakers were the following:

At the breakout on the Disciplines List, much discussion centered on the process itself, and a resolution was discussed that would necessitate such review every two years (instead of the current three-year cycle). That resolution was defeated. The hearings on proposed additions to the Disciplines List are scheduled for late January and early February of 1999.

Another breakout was scheduled to consider upcoming changes in accreditation standards and processes, Dr. David Wolf, Executive Director of the Accrediting Commission, was principal speaker. He noted that changes in the Higher Education Act will result in more prescriptive language, specific measures of student achievement (learner outcomes), including certificate criteria. For transfer, the acceptance by a receiving institution of accredited units will be mandated. But a great deal remains to be defined, such as distance education, technology costs and quality of instructional offerings. Assumptions are being challenged as a result of today's phenomenon of sequential careers and old definitions of "life-long learning." Accountability will continue to be an issue as costs increase and public disclosure becomes mandatory.

At another General Session, the main speaker was Aimée Dorr, Chair of the University of California Academic Senate. At the following breakout session, she was joined by Gene Dinielli, Chair of the CSU Academic Senate. Both confirmed that the UC and the CSU faculty are interested in articulation agreements, but neither wants a system focused on course numbering. Instead, both want to see articulation by course content. UC particularly is very concerned about this issue; their faculty believe that some in the community colleges are emphasizing course numbering over all else.

Dorr commented that at the UCs, 44,000 course-to-course articulation agreements exist with community colleges; not one such agreement exists between differ-

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President's Message

"Just-in-Time" Education

There is a new phrase finding its way into the argot of post-secondary education: "Just-In-Time" education. Recent conferences and publications are replete with the term. Stanford Professor Martin Conroy mentioned this concept in his address to our Spring 1998 Plenary Session. This philosophy is succinctly described by Professor James Duderstadt of University of Michigan in the Winter 1998 edition of CAUSE/EFFECT.

"We are beginning to see a shift in demand from the current style of "just-in-case" education in which we expect students to complete degree programs at the undergraduate or professional level long before they actually need the knowledge, to "just-in-time" education in which education is sought when a person needs it through non-degree programs...."

The "just-in-time" approach has the potential to seriously undermine sound educational planning and to produce an "educated" generation with little ability to independently cope with the shifting terrain of their own learning needs. How would other professions fare if they approached their learning needs this way? Shall we have doctors who learn about a treatment "just-in-time" to save a patient? Or should that doctor have such a broad and thorough understanding of the field that knowledge of the full range of conditions and treatments is part of the expected prior learning? How much confidence would you have in a "just-in-time" stock investment advisor who learned about a particular stock just before advising you to invest?

There are two fundamental principles of a comprehensive educational program that the "just-in-time" approach fails to recognize. First, a complete education prepares that person to deal with eventualities which evolve as their profession evolves. A well-rounded student has a knowledge and skill basis that is broad enough to face more than just the present situation. Second, a complete education prepares the person to learn independently. As new information and abilities are needed to do the job, this person identifies those needs, assesses their own talents, and acquires the essential upgrades on their own.

In my opinion, the "just-in-time" approach is a symptom of a larger problem. Increasingly, educators are expected to justify their programs on immediate outcomes. We are becoming a society which values only instant gratification and current utility. If the benefits are not obvious at the moment, why should I invest my time and effort?

As faculty members, we have often faced questions from students such as "why do I need to know this?" Indeed, a good deal of our own time is spent keeping our curriculum current and relevant. However, almost all occupations require an extensive knowledge base that must be woven like a tapestry. And, like a tapestry, the

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The Academic Senate for California Community Colleges
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role of an individual thread can rarely be discerned until the weaving is complete. It does not make good sense that a novice would even have the ability to ask the right questions, let alone judge what they need "just-in-time" to meet the current challenge.

We need to redirect the poorly-conceived "just-in-time" rhetoric toward more constructive purposes. There certainly is a need to have instruction available at times, places, and manners that are more accessible to students. We must, and indeed we are, looking beyond semester-based and classroom-based delivery. Short-term, block-scheduled, technology-mediated, and asynchronous distance-based instructional modes are increasingly common. Pedagogies appropriate to these methods are advancing dramatically. As these changes take place, faculty are working hard to maintain the comprehensive and coherent nature of the curriculum. We cannot let these goals be turned aside by those who only value short-term gains.

As you, the faculty leaders on your campus, encounter this "just-in-time" double speak, respond by emphasizing the need for increased access through multiple delivery modes while maintaining the commitment to a quality, thorough education. We can't afford the risk that "just-in-time" will become "if-only-I-had-known!"

Faculty Development Breakouts

• *by Winston Butler, Faculty Development Chair*

The Faculty Development Committee at the Fall 1998 Session provided three breakouts that focused on diversity in teaching, service learning and student peer counseling. All three breakouts provided participants with valuable information and insights in new ways to offer instruction.

The breakout, Diversity in Teaching and Learning, was conducted by Toni Forsythe from DeAnza College and Neelam Canto-Lugo from Yuba College. Emphasis was placed on the need for more aggressiveness in addressing diversity in all aspects of college curriculum and staffing. The participants were provided information regarding the Center for the Study of Diversity in Higher Multi-cultural Collaborative Learning Communities Consortium and the initiatives through the Chancellor's Office and DeAnza College to provide numerous colloquia and workshops for California Community College faculty in 1999 to discuss teaching strategies that can lead diverse student populations toward successful performance outcomes.

Ed Connelly from AmeriCorps/AmericaReads, currently working with the state Chancellor's Office to promote service learning throughout the California Community College system, was the presenter for the breakout entitled Building a Systemwide Service-Learning Vision. Participants were provided an overview of the current status of service-learning within the California Community College system and the Chancellor's Office efforts to establish a systemwide clearinghouse for technical assistance and professional development. There is currently a Chancellor's Office task force which is addressing such issues as service learning through AmeriCorps, AmericaReads, Fund for Student Success and future plans for developing a Service-Learning Budget Change Proposal. Service-learning is a college activity that connects students through specific course work to in-service work activities with the private sector and community service agencies.

Student Services/Peer Program was presented by faculty from Cerritos College, Virginia Romero, Sylvia Gardner, and Chris Sugiyama. This breakout was presented as a model program from Cerritos College designed to assist counseling faculty through the employment of students as peer counselors. These student peer counselors then direct and assist other students by providing general college information, clarifying admission and registration procedures, distributing forms, supporting counseling faculty workshops and making referrals to counselors oncall. Students from the Cerritos program provided insightful testimony to the success of the program and the enormous benefits obtained by both the peer counselors and those they served.

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ent campuses/colleges within the UC system. It is easier, she said, for a student to transfer from a community college to a UC campus/college than for the same student to transfer from one UC campus to another. Dinielli confirmed that the same situation exists within the CSUs; no articulation agreements exist between the colleges. Both commented on the importance of faculty-to-faculty discipline discussions; both noted the added challenge of transfer eventually being based not only on numbers of units, but also on the basis of "demonstrated competency."

Another important topic addressed in a breakout session related to part-time faculty. Some small improvements in STRS benefits were noted, but all agreed it was not enough. The main issues seem to be health benefits, pay for office hours and participation in committee work, and pro rata pay. Pro rata legislation may be considered in the coming year; if passed, it would be phased in gradually. A bill guaranteeing a measure of job security was vetoed by the Governor this year, but will be put through again. For those currently employed (and employed consecutively for the last three years) it would require re-employment guarantees and due process with appeal rights. And it was noted by one of the speakers that these are not part-time issues—they are professional issues.

On the last day of the Session, delegates voted on the resolutions engendered by the information at the Session or raised at earlier area meetings. A copy of the resolutions is available on the Senate website at,

www.academicsenate.cc.ca.us.

For now, here is a brief summary:

- A proactive program to further study equity for part-time faculty will be initiated by the state Executive Committee, to be submitted at the Spring 1999 Session, and a standing committee of the statewide Academic Senate consisting mostly of part-time faculty is to be established.
- The Academic Senate is to urge local senates to ensure that hiring committees include only faculty who are adequately trained in affirmative action regulations.
- Local academic senates are urged to insist that Partnership for Excellence monies be used to fund activities clearly related to student success.
- The Chancellor's Office will be urged to pursue funds to address the 75/25 goal of full-time to part-time faculty.
- The Executive Committee is directed to develop strategies for colleges to implement work based learning models.

Finally, a highlight of the Fall Session was the dinner-theater staging of the David Mamet play, *Oleanna*, by the Los Angeles City College Theater Academy. Mamet's exploration of the abuse of power relationships between students and teachers was presented in riveting performances by Al Rossi and Katherine Whitney. These two talented artists are available to take their show on the road and offer both the play and a follow-up workshop. Judging from the intensity of the discussions carried on after the performance over dessert and coffee, this would be a sensational staff development offering for any community college.

June Burlingame-Smith
Los Angeles Harbor College

Winston Bulter
Los Angeles Community College District

Stanley Chodorow, California Virtual University CEO with Bill Scroggins

Patricia Siever, Board of Governors member and Bill Scroggins

Chancellor Tom Nussbaum and Vice Chancellor Vicki Morrow

Stanley Chorodow
Keynote Speaker

Great food!

Lee Haggerty and Friend

Al and Katherine in Oleanna

Bill with Deborah Sweitzer, Miki Mikolajczak, and Maureen Smith

Kati Haycock
Keynote Speaker

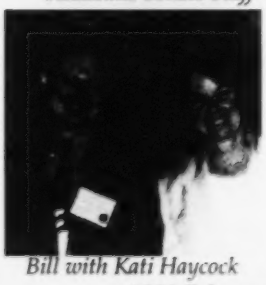
Janis Perry

Honoring Edith Conn

Shelly Abe and Julie Adams
Academic Senate Staff

Norbert Bishof holds court

Luther Henderson, Patricia Siever and Phil Forhan



Bill with Kati Haycock

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Participants Learn About State Budget Process

• *by Dennis Smith, Treasurer*

Money. Money. Money. Money. The 1999-2000 California budget proposed by Governor Gray Davis last month provided a $158 million (6.9%) General Fund increase for the California Community College system (www.osp.ca.gov/documents/finance/budget). How that amount evolved and how your college can have input into the development of the 2000-2001 California Community College system's proposed budget was the topic of a breakout session at the Fall 1998 Plenary Session of the Academic Senate for California Community Colleges.

A room full of Session attendees braved the perils of a hyperactive air conditioning system that they might learn how their college and/or district could have a more formative role in advising the Chancellor, the Board of Governors, and the Consultation Council about what the system should seek in terms of its annual budget request to the Governor and the Legislature. Patrick Lenz, Vice Chancellor for Fiscal Policy and Lee Haggerty, Vice President of the Academic Senate, each did their best to demystify the timelines, the process, and the politics of creating the California Community College system's annual budget proposal.

When asked what was the best thing about the breakout session, the majority of those in the audience were very complimentary of the presenters. One person said, "Patrick answered lots of questions, he was clear, and he was patient." Another commented, "This is what we need to know. Vital information." Other comments included, "It was great to hear and learn of the time lines in the state budget process. I appreciated Patrick Lenz's open, direct, and frank manner."

On the other hand, when the participants were asked what about the breakout session demonstrated the most need for improvement, there was one consistent suggestion. "Handouts!" One participant summed up the comments of many others by writing, "This was an extremely important breakout session—loaded with information. For many of us, we ended up overloaded because we are not the expert that Lenz is, but we tried and I think all of us took away a good deal. Written materials, e.g., the timetable and budget process, web address, etc.,would have helped a good deal. But overall, this was a very good breakout session."

One purpose of this article is to provide access to some of the requested written materials related to the 2000-2001 California Community College budget development timelines and process. As a starting point, please read Chancellor Thomas J. Nussbaum's March 20, 1998 memo that was addressed to the superintendents, presidents, and boards of trustees which can be found at the California Community College Chancellor's Office website www.cccco.edu/cccco/fiscal/9920memo.htm. This memo describes an expanded budget development process intended to provide community college district governing boards more direct involvement in developing the 1999-2000 budget package that was proposed by the system. The writer assumes that the timelines for the 2000-2001 system budget proposal will be similar to last year. The approximate order of events will probably be:

February: Chancellor's Cabinet and the Budget Task Force meet to discuss concept recommendations for 2000-2001 California Community College budget.

March: Budget Change Proposal workshop.

April: Cabinet and the Budget Task Force meet to discuss concept recommendations for 2000-2001 California Comunity College system budget.

May: Concept recommendations for 2000-2001 budget due from California Community College Chancellor's Office divisions.

June: Responses to budget proposals due from district governing boards and other local constituencies.

July: Report to Board of Governors on budget proposals.

September: Proposed 2000-2001 California Community College system budget to the Department of Finance.

October: Cabinet, Budget Task Force, and Consultation Council meet for final revisions to budget.

November: Final 2000-2001 budget approved by the Board of Governors.

Chancellor Nussbaum is to be commended for encouraging district-level involvement in the

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system's annual budget package. However, our system's budget should generally not come from the top down to be responded to, but rather should grow from the local level upward and be coordinated at the system level. The local academic senates and their governing boards are legally obligated to consult with each other on the processes for institutional planning and budget development. For this reason, any workshops and breakout sessions having to do with influencing community college funding will always be of vital interest to faculty and other educational leaders. The Academic Senate for California Community Colleges is committed to facilitating the efforts of local faculty senates in fulfilling their responsibility for budget processes and each of the other academic and professional matters.

Diversity Colloquia

• *by Edith Conn, Affirmative Action Committee*

The Center for the Study of Diversity in Teaching and Learning in Higher Education at DeAnza College and the California Community College Chancellor's Office are sponsoring four colloquia called "Commitment to Diversity" based on the Board of Governors adopted Commitment statement. The conference fee includes two hotel nights, single occupancy, all meals except for dinner on Friday evening, and conference materials. There are four colloquia sites and dates as follows: January 21-23 in Monterey; February 18-20 in Laguna Cliffs; April 22-24 in Monterey; and November 19-21 in San Diego.

The purpose of the colloquia is to assist colleges and districts in their efforts to begin development of substantive and meaningful action plans in response to the various components of the Board of Governors adopted commitment statement. There will be opportunity for dialogue among the colleges attending, as well as an opportunity for college teams to meet to further the work of the commitment on each campus. Of particular concern will be an emphasis on issues of diversity in hiring and student success. Teams will be asked to bring copies of their hiring procedures, Student Equity Plans, and other relevant documents to be shared.

The colloquia will follow a process-oriented approach used recently in a series of colloquia addressing student equity issues. In addition to experienced facilitators, there will also be expert speakers on such issues as affirmative action (especially in light of the recent court decision upholding aspects of affirmative action, despite Governor Wilson's lawsuit against the community colleges and other state agencies), as well as speakers addressing diversity issues stemming from the Partnership for Excellence.

The Academic Senate is supporting the colloquia by sending members of the Affirmative Action/Cultural Diversity Committee and Executive Committee members to attend. The colloquia fulfill several resolutions adopted by Senate Plenary Body including 1998 Spring Resolution 3.08, which asked that the Senate endorse "efforts to promote and implement the goals of the Community College Pledge" ("pledge" was later changed to "commitment"). This resolution further asked "local senates and boards" to adopt the "pledge."

Among those on the Executive Committee expected to participate in the colloquia are Lina Chen, Chair of the Senate's Affirmative Action/Cultural Diversity (AA/CD) Committee; Beverly Shue and Edith Conn, members of the AA/CD Committee; Senate Secretary Linda Collins, speaking on the Partnership for Excellence; Winston Butler, Chair of the Senate's Faculty Development Committee; and Vice President Lee Haggerty, who will be a facilitator.

Academic Freedom in a Digital Age

• *by Ian Walton, Technology Committee Chair*

The Fall 1998 Plenary Session featured a breakout session to collect feedback in preparation for an Educational Policies Committee position paper on academic freedom, intellectual property rights and fair use in a digital age. Janis Perry, Ian Walton, Hoke Simpson and Elton Hall initiated the discussion.

Ian placed the discussion in the general context of academic freedom with a background provided by the Academic Senate's position paper on academic freedom from Spring 1998, and the American Association of University Professors (AAUP) report on academic freedom and electronic

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Intellectual Property: Your Right to Compensation

• *by Hoke Simpson, Educational Policies Committee*

The following remarks are based on my presentation in the breakout session, "Intellectual Property Rights in a 'Virtual' World." They represent the views of the author only, and by no means should they be construed as the position of the Academic Senate for California Community Colleges.

I'd like to become impractical here as quickly as possible. However, one of the points of Plenary Session breakouts is to present useful information, so let me dispense with that right at the outset. Our question is, basically, "When it comes to publishing the fruits of your intellectual labor on the Internet, what are your rights to compensation?" The answer is quite simple: Whatever you can negotiate. The sample contract language contained in Tom Tyner's very useful *Guidelines for Negotiating Distance Education Issues*[1] makes this quite clear.

The literature on this subject reveals the following standard with reference to the issue of ownership of intellectual property:

- If you create it independently, it's yours.
- If someone else—say, your school—hires you to create it, it's theirs.
- If you create it on their time with their resources, each of you owns part.

The value of ownership in terms of compensation, however, comes back again to what you can negotiate.

There is the further issue, of course, of what you can enforce. If you've negotiated an agreement with your college, it will probably be pretty easy to keep them honest. Once your stuff is on the 'Net, though, and available to the planet, what do you do if someone steals it? First, you have to catch them, and that is likely to be close to impossible. If you do catch them (here's some more useful information, again), and they have either made money from using your work or have cost you money by using it, then they will probably have to pay you something for it. Unless, that is, they live in some far away place that is not particularly friendly to the robust spirit of American capitalism—and there are such places, and not all of them are all that far away.

You are probably thinking that this is not really very practical information at all. Well, I'm very sympathetic to that feeling , so let me wax impractical for a bit, and perhaps shed some light on why, in fact, it is so difficult to be practical in this area.

Marshall McLuhan, author of such works as *Understanding Media* and *The Medium is the Massage*, wrote that "When faced with a totally new situation, we tend always to attach ourselves to the objects, to the flavor of the most recent past. We look at the present through a rear-view mirror. We march backwards into the future. Suburbia lives imaginatively in Bonanza-land."[2] We use television to look at movies, and the primary use of our computers is as typewriters.

On one level, the reason we have difficulty giving practical advice about intellectual property rights on the Internet is plain: We are trying to fit the rules we created for print media to an entirely different medium, to computing on a global network. The new medium is sufficiently different that there is no easy fit. We are going to have to create new rules, and so we are often told that the applicable regulations will "evolve through future court decisions."[3]

Well, maybe applicable regulations will evolve. But maybe not. It seems entirely possible that our very concern with intellectual property rights is itself an instance of looking at the present through a rear-view mirror, of trying to experience the electronic-media world through print-media eyes. "The alphabet and print technology," McLuhan wrote, "fostered and encouraged a fragmenting process, a process of specialism and detachment."[4] Print also made possible the contemporary notion of "authorship," the commodification of one's thoughts and ideas, and fostered "ideas of literary fame and the habit of considering intellectual effort as private property."[5] "Electric technology," on the other hand, "fosters and encourages unification and involvement"[6] and marks the emergence of a single, global consciousness.[7]

I want to suggest that we would do well to take our difficulty in applying the notion of intellectual property rights to the In-

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ternet as the occasion to reassess what we do as teachers and to rethink our relationship to our audience. If McLuhan is correct, the medium of the global computer network is already massaging us; we need to see if we can't make out the message in the massage.

There are some of us still extant (quite a few, I was surprised to discover at this breakout) who remember using the Internet without a browser, doing it all from the UNIX command line. We were a fairly exclusive club, limited to the military, academics and generally nerdy types, who were either willing or required to master the intricacies of FTP, Gopher, SMTP (e-mail), IRC, and search engines that took months to begin to learn to use effectively. None of us doubted that it was worth the effort, though, for when we logged on to the 'Net, we entered a very different world. The world of cyberspace was characterized by a palpable spirit of openness, of freedom and of sharing the fruits of one's creative efforts. We daily celebrated the fact that no one owned the 'Net, no one was "in charge," telling us what we could and couldn't do—and yet the whole thing worked, and worked beautifully. The medium's message was very clear: The global network was a liberating alternative to the world of "mine" and "yours," of property and the rights to it. This was a counter to the world of competition for pecuniary gain, offering instead progress through cooperation.

This "spirit" of the Internet seems lost today. With the ascendancy of the Web, and with Web browsers facilitating universal access, the Internet has become commercialized and reflects to a disconcerting degree the everyday world of getting and spending.

But listen closely to McLuhan: The medium itself, and not its content, is the message. What we find today on the Web is commercial content; the spirit of the medium—its message—is not lost, it is just masked. We are running headlong into that message, I believe, when we encounter the "difficulty" of ensuring intellectual property rights on the Internet. The 'Net as medium seems hostile to the concept of private property. If it's on the 'Net, it's everybody's. "Applicable standards" may indeed "evolve" through court rulings. How will they be enforced? In the final analysis, they can't be. In the meantime, however, make no mistake, we could have some very dark times indeed.

What are the implications here for our rights as teachers to be compensated for our intellectual property? I suggested earlier that a reassessment might be in order. The fact is that we are paid good salaries—obscenely good by global standards—to pursue knowledge and to educate others. If we create something that successfully communicates our knowledge to others, perhaps we should just celebrate that and not worry about owning it. (As someone in the breakout pointed out, we should certainly copyright it in order to prevent others from attempting to appropriate it and make it inaccessible.)

Finally, back to McLuhan one last time. "After three thousand years of explosion," he wrote, "by means of fragmentary and mechanical technologies, the Western world is imploding. During the mechanical ages we had extended our bodies in space. Today, after more than a century of electric technology, we have extended our central nervous system itself in a global embrace, abolishing both space and time as far as our planet is concerned. Rapidly, we approach the final phase of the extensions of man—the technological simulation of consciousness, when the creative process of knowing will be...extended to the whole of human society, much as we have already extended our senses and our nerves by the various media."[8] And, he asks, "might not our current translation of our entire lives into the spiritual form of information seem to make of the entire globe, and of the human family, a single consciousness?"[9]

So where does this leave us on the subject of compensation for intellectual property? Perhaps the medium is telling us that, where knowledge is concerned, it is time to start thinking and acting more like a single, global consciousness, and less like buyers and sellers.

1 Tom Tyner, *Guidelines for Negotiating Distance Education Issues*, Community College Council, California Federation of Teachers. 6-8.

2 Marshall McLuhan, Quentin Fiore, Jerome Agel. *The Medium is the Massage: An Inventory of Effects* (Original copyright, 1967. Reprinted: SanFrancisco, Hardwired 1996) 74-75.

3 Tom Tyner, *op. cit.*, 6.

4 Marshal McLuhan et al., *op. cit.*, 8.

5 *Ibid.*, 122.

6 *Ibid.*, 8.

7 Marshall McLuhan, *Understanding Media: The Extensions of Man* (Original copyright, 1964. Reprinted: Cambridge, Massachusetts, The MIT Press 1994) 3-4, 61.

8 *Ibid.*, 1.

9 *Ibid.*, 61.

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communications.

A particularly relevant quotation from the AAUP report is:

"One overriding principle should govern such inquiry: Freedom of expression and academic freedom should be limited to no greater degree in electronic format than in printed or oral communication, unless and to the degree that unique conditions of the new media warrant different treatment."

For discussion purposes, Ian shared three quotations from the electronic use policies at different California educational institutions, and then asked the audience to identify the institutions and compare the language to any at their own college:

1) "_____ recognizes that principles of academic freedom and shared governance, freedom of speech, and privacy of information hold important implications for electronic mail and electronic mail services. _____ affords electronic mail privacy protections comparable to that which it traditionally affords paper mail and telephone communications. This policy reflects these firmly-held principles within the context of legal and other obligations.

"Where the inspection, monitoring, or disclosure of email held by faculty is involved, the advice of the campus academic senate shall be sought in writing in advance."

2) "The systems have the ability to read your mail: your own account, and the system administrator account. While reasonable attempts have been made to ensure the privacy of your accounts and your electronic mail, this is no guarantee that your accounts or your electronic mail is private. The systems are not secure, nor are they connected to a secure network."

3) "_____ personnel are prohibited from utilizing ____information resources for any unlawful, unethical, or unprofessional purpose or activity. Examples of prohibited uses include but are not limited to: intentional access or dissemination of materials which can be considered pornographic."

Breakout participants agreed that it is important to ensure that local use policies do not impose new restrictions on academic freedom. The position paper should include material on three related areas identified by the AAUP report: freedom of research and publication, including access to information and the ability to post controversial material, freedom of teaching, and access to electronic systems that is comparable to access to library material.

Other parts of the breakout discussed the two related issues of user considerations in copyright, fair use and downloaded material, and author considerations of property rights, compensation and distance education use.

Nuts and Bolts II

• *by Carolyn M. Seefer, Publications Committee*

How can local senates improve communication with their faculty, students, management, the state senate, and local boards? This was one of the topics discussed at "Nuts and Bolts II," a breakout session during the 30th Fall Session of the Academic Senate for California Community Colleges, which took place in Los Angeles on October 29-31, 1998.

Several ideas were presented by Carolyn Seefer, a business communications instructor at Diablo Valley College and member of the Publications Committee. These include (1) print methods (newsletters, memos, etc.); (2) e-mail; (3) phone (voice mail, phone trees, etc.); (4) face-to-face meetings; (5) presentations and workshops; (6) web pages; (7) listservs/mailing lists; and (8) teleconferencing/videoconferencing. With technology so readily available today, it is imperative that local senates use it to improve communication with their constituents.

One highly recommended method is for each local senate to develop a web page which can be accessed by all constituents. In order for a web page to be effective, designers must remember the following: (1) the simpler the better; (2) limit graphics to allow for faster downloading and access; (3) include only essential links; (4) keep the page updated regularly; and (5) make the address known to faculty, students, and all other constituents. For a good example of a local senate web page, visit http://www.dvc.edu/faculty_senate.

Another method to improve communications is for local senates to regularly contribute articles and items of interest to *The Rostrum*. Suggestions for items to submit include (1) classroom innovations; (2) new senate officers; (3) awards and achievements; (4) enrollment management; (5) welfare reform; (6) flexible scheduling/calendar changes; (7) shared

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Part-time Paper Adopted Amid Controversy

• *by Hoke Simpson, Educational Policies Committee*

One of two papers forwarded to the plenary session from the Educational Policies Committee, *Participation of Part-time Faculty on the Executive Committee of The Academic Senate for California Community Colleges*, was ultimately adopted by the body, but not before it had generated a great deal of heat.

The paper was composed in response to a resolution, S96 1.5, which called for the Executive Committee to "assure participation of part-time faculty" on the Executive Committee. Many members understood this as a directive to create a special part-time slot on the Executive Committee; this, however, was not the conclusion of the Educational Policies paper. Instead, the paper urged changes in the policies of both local senates and the Academic Senate, which would encourage and facilitate part-time instructors' involvement in governance processes and ready them to run for election to the Executive Committee in conventional fashion.

Reflecting the sentiments of many members, Carol Stanley-Hall of Butte College offered a resolution instructing the Executive Committee, in effect, to "Just do it: Put a part-timer on the committee!" Hoke Simpson, member of the Educational Policies Committee, offered a compromise resolution, which would create a liaison position on the Executive Committee for a representative of a statewide part-time faculty association, and which called for a proactive program to involve part-time instructors in governance at the local and statewide levels.

By the time the resolutions came to the floor, most of the heat surrounding the issue had been dissipated. Earlier, feelings had run high in a breakout on the paper; however, as a result of the breakout and many discussions in the halls and over meals, most parties were convinced of the good will of Educational Policies in an effort to deal constructively with what everyone recognizes as serious inequities in the treatment of part-time faculty.

Statements on the floor in support of the Simpson compromise resolution echoed the arguments in the paper itself. The paper offered a brief history of the origins of the Academic Senate, and an overview of the responsibilities of Senate delegates and of Executive Committee members, who are elected from the ranks of those delegates. The point here was that Executive Committee members are expected to have considerable breadth of experience comprising a variety of aspects of college governance, and that this is reflected in their Executive Committee assignments. The current mode of election is designed to select for that sort of breadth and effectiveness.

While concluding that it would not be appropriate to create a special part-time slot on the Executive Committee, the paper offers a number of recommendations toward a solution to increased participation of part-timers in system governance. These include: Changing the Bylaws and policies of the Academic Senate to facilitate and encourage part-time faculty participation on standing, ad hoc, and advisory committees; the development of a proactive recruitment and mentoring process to encourage involvement and leadership at both the local and statewide levels; changing the forms used in declaring the intent to run to clearly identify the opportunity for part-time faculty to run; and providing for compensation in the form of either reassigned time or a stipend whenever a part-time faculty member is elected to serve on the Executive Committee.

At the end of the day, the compromise resolution passed and the paper was officially adopted. Since then, Chris Storer, Chair of the California Part-time Faculty Association (CPFA), has been serving as liaison to the Executive Committee, and the Relations with Local Senates Committee has been charged with developing a proactive program in the field.

Asked what she thought of this outcome, Educational Policies Chair, Janis Perry, said that she considered this "a very positive solution. With Chris as liaison, we now have a part-time faculty voice in our deliberations, something we all see as very valuable. At the same time, Chris is able to devote his energies to CPFA and to part-time issues with a single-mindedness that would not be possible for an Executive Committee member with multiple assignments."

Curriculum and Technology Breakout

• *by Beverly Shue, Curriculum Chair*

At the 1998 Fall Plenary Session breakout on Curriculum and Technology participants were updated on aspects of using technology as a tool for communication and for delivering community college courses. Issues and concerns such as effective curriculum planning, pedagogy, and instructor contact with students were discussed by presenters Roberta Baber of Fresno City College, Ken Guttman of Citrus College, and Ric Matthews of San Diego Miramar College, who shared information on how they use technology in communication and delivery of curriculum.

For colleges lacking available classroom space because their rooms are scheduled at 100% of capacity at popular hours, Ken Guttman explained how pairing courses and sharing a classroom at a specific meeting time effectively doubles a college's ability to offer more sections of high demand courses. For example, Ken explained that an Introductory Psychology class could be paired with an Introductory Sociology class. Both would be scheduled at 9:30-11:00 a.m. on Tuesdays and Thursdays, but Psychology would meet on the even-numbered weeks, and Sociology would meet on the odd-numbered weeks. The weeks when Psychology does not meet would involve student assignments in Psychology using the Internet, online assignments, chat rooms, research work, and field trips. Ken pointed out that an alternate strategy for the doubling of classroom capacity would be to have Psychology meet on Tuesdays, while Sociology met on Thursdays. Not only did Ken maintain "regular, effective student contact," he also was able to maximize classroom utilization.

Ric Matthews shared his experience teaching Genetics using a remote classroom site paired with an onsite, live presentation classroom. The advantage of this pairing process is to gather sufficient enrollment between the two colleges to allow the course to run. If you have two small enrollment classes at two different colleges, why not pair the two smaller enrollment classes together, connect them using technology, and operate a specialized course? Ric alternated between the two colleges each week as the "live presenter," so that each college experienced the presentation via distance technology in alternate weeks. He set up the "smart-camera" so that it would follow him as he moved through the classroom. Ric was able to maintain eye contact with both classrooms, answer questions, dialogue with students and present materials in the same way as in a traditional classroom. In short, he practiced regular, effective student contact while teaching using distance technology. Roberta Baber explained the @ONE Project and how faculty and groups can post information about their events, conferences, workshops and meetings. The process involves accessing the @ONE web page and requesting that the information be posted. There are ten "mayors" who help to decide on posting and who determine policy on posting of content on their part of the @ONE web site.

Basic Skills Survey Results

• *By Mark Snowhite, Basic Skills Ad Hoc Committee Chair*

Last spring the Senate's Ad Hoc Committee on Basic Skills surveyed all of the State's public community colleges to learn about practices in Basic Skills instruction, which involve roughly half of our entering students. We defined Basic Skills courses as those that are pre-collegiate, and we focused on the areas of writing, reading, and mathematics. We excluded English-as-a-second-language (ESL) courses. Of the 106 surveys sent out, we collected 68, a sufficient number to establish a high probability that the results are generally valid.

The detailed results of the study will be available at the 1999 Spring Session. Below are some of the most interesting conclusions that we derived:

- System-wide we direct more than half of our students to Basic Skills courses, and virtually all colleges use proper assessment tools required by matriculation. Yet only 29% actually enroll in those courses. In other words, 21% of those students who have been determined by assessment to need Basic Skills instruction do not take it. These students are likely to drop out of school.
- Thirty percent of colleges do not do research on persistence of students who take Basic Skills courses (the number of students who enroll in the following semester), and 15% of colleges do not even have any research on retention in Basic Skills classes (the

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Technology at the Fall Session

• *by Ian Walton, Technology Chair*

The Technology Committee continued the fine tradition established by previous Technology Committee Chair, Ric Matthews, of providing an ongoing variety of information and demonstrations in the Technology Room.

Laurie Burruss of Pasadena City College gave an exciting demonstration of some recent grant funded activities in multimedia. She and Karen Owen of San Diego Community College District have conducted several "multimedia boot camps" consisting of several day faculty training activities in how to use new technology and the world wide web to enhance classroom learning.

Roberta Baber of Fresno City College gave a current update on the activities of the @ONE Project. This Project is funded through a grant from the Chancellor's Office, administered at De Anza College by Ann Koda, and features a statewide group of faculty. Roberta described the results of last year's needs assessment survey sent to selected colleges and the growing availability of @ONE faculty training modules. She also gave a guided tour of the latest incarnation of the @ONE web site available at http:\\one.fhda.edu.

Ian Walton of Mission College provided an exploration of the Academic Senate's own website (http://www.academicsenate.cc.ca.us) for an enthusiastic group of new users. They found that as well as the obvious information on Academic Senate committees and activities, the site contains a wealth of information useful to local senates, including links to the curriculum website and an assortment of Education Code, Title 5, and Chancellor's Office information - not to mention the latest in surf conditions.

Kathy O'Connor of Santa Barbara City College and longtime Technology Committee member conducted a packed session on access concerns when incorporating technology into curriculum. She talked about assistive technology, universal design, and concerns for curriculum committees when reviewing course proposals for distance education, including effective instructor-student contact.

The final Technology Room session featured George Tamas, consultant to the Santa Barbara City College based Online Curriculum and Instruction Resource Center Project. This Project is funded through a grant from the Chancellor's Office and plans to facilitate the development and implementation of online courses by making templates and content available online to interested faculty. George demonstrated the current state of the project website.

In addition, two regular breakouts featured technology related discussions. Ric Matthews of San Diego Miramar College joined a Curriculum Committee breakout to describe the latest planning on the Technology II Project at the Chancellor's Office. And Ian Walton joined an Educational Policies Committee breakout debating academic freedom, intellectual property rights and fair use in a digital age.

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governance (agreements, disputes); (8) technology (hardware, online courses, etc.); and (9) administrative turnovers. Articles can be Emailed to Hoke Simpson, chair of the Publications Committee, at

hsimpson@mail.gcccd.cc.ca.us.

Attendees at the breakout session also shared their communication ideas. These included (1) sending highlights of senate meeting minutes to faculty immediately after each meeting; (2) posting senate meeting minutes on senate web page; (3) sending out an e-mail question about a current topic to all faculty periodically and compiling the results for an article; and (4) placing a list of all committees and members on a senate web page.

Open communication will benefit us all. Please let *The Rostrum* know what is working on

Paper on the Future of the Community College Adopted

• *By Hoke Simpson, Educational Policies Committee*

Among the papers adopted at 1998 Fall Session was one from the Educational Policies Committee entitled *The Future of the Community College: A Faculty Perspective*. The paper grew directly out of a resolution from the Spring 1997 Plenary Session, S97 1.2, which "urge[d] the Executive Committee to develop a position paper articulating the faculty perspective on the future direction of California community colleges...." The paper was also intended to satisfy two other resolutions: S97 1.5, which resolved that the Academic Senate reject the use of the widely used business model, TQM/CQI, as a model for restructuring the education process, and which directed the development of a position paper addressing calls for increased faculty productivity by defining "quality" in terms of educational excellence; and S97 5.8, which directed the development of a statement that documents the success of California Community Colleges.

After a "Synopsis" and an introductory section, the paper looks at the history of the community college in California and the nation. The paper points out that the community college had its origin in "the effort to 'rationalize' America's educational system, by bringing it into harmony with the economic and class structure of the larger society." The community college would "protect" the four-year colleges and universities from the masses of unqualified students who would otherwise seek to enter their doors, and would track those students into the more modest vocational paths for which they were suited, leaving the colleges and universities to train those destined to occupy society's higher economic strata. This elitist perspective was explicitly voiced by many in the educational establishment, from William Rainey Harper of the University of Chicago, who first spawned the idea of "junior colleges" and was a prime mover behind the development of the first one to open in 1901, to Clark Kerr, one of the principal architects of California's Educational Master Plan in 1960.

Fortunately, the faculty and administrators of the junior/community colleges themselves never consciously embraced the elitist program of their founders and instead took their role as transfer institutions seriously. The paper points out that there remains, nevertheless, a certain degree of "unconscious complicity," as reflected in the low transfer rates of community college students, especially when measured against the relatively high rate of desire for transfer expressed by entering freshmen. One of the goals for the future is the rejection of this complicity and a rededication to the sort of instruction that makes transfer a reality for all who want it.

From a look at the past, the paper moves on to examine the present and the calls to restructure education by turning to business models such as TQM. Here, again, the authors find an effort to bring educational and economic structures into alignment. This time, however, education is being asked to mimic, not the socio-economic hierarchy of the world of work, but rather the values and managerial techniques of the corporate world. "The aim is now," the authors state, "to impose modes of management on educational institutions in imitation of the managerial techniques of transnational corporations, with the effect of rendering educational institutions an extension of the marketplace and, in the bargain, virtually deifying those at the top of the managerial class, in both business and education alike."

The fundamental mistake of this approach, the paper argues, is to see education as an exchange of information for money. From this vantage point, the proponents of the business models have no difficulty recommending the "downsizing" of educational institutions in the interest of "efficiency" and "productivity." One particularly pernicious form of downsizing is found in the suggestion that teachers can be replaced by digitized, computer-based tutorials.

What the advocates of this vision of learning-as-commodity have failed to understand, according to the authors, is that education is the process of actualizing the potentialities of human beings to become literate, compassionate, productive participants in a democratic process. This is much more than, and very different from, the mere exchange of information. "Teaching," they maintain, "is the 'business' of creating epiphanies,

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and this will always be best accomplished through the power of personal presence," as opposed to "complexes of hardware."

It is, in fact, in the teaching function that the authors locate the true quality and the unique strength of the community college. "The greatest strength of the community college," they write, "lies in the quality of instruction that occurs there, and this is the product of knowledgeable and dedicated individuals functioning in a virtually ideal environment [one in which the focus is exclusively on teaching and learning, rather than research]." In the vision of the future expressed in the paper, it is the extraordinary quality of community college instruction that is most needful of being preserved and developed.

As a member of the Educational Policies Committee , I am pleased with the product. I do wish that we had placed more emphasis on the marvelous support services, especially counseling, provided by the community colleges. I mention counseling, in particular, because there is an incredible irony there. Historically, counseling was introduced into the community colleges as part of the effort to "cool out" students, to provide a personal touch in letting them know that they weren't really college material. Happily, our counselors never accepted that mission, and instead they have made community college counseling into a major force in helping students attain their educational goals.

The "Synopsis" section of the paper contains a 500-word bulleted list of goals that was separated out and offered as a "Vision Statement" for the California Community Colleges. The plenary body seemed to feel that this was a bit long, and called, in a separate resolution, for the composition of a briefer vision statement. Asked what he thought of this development, Educational Policies Committee member, Ian Walton, said, "It all fit on one page. In Educational Policies, we consider that brief!"

Join Us This Year!

The Academic Senate will be holding three Institutes this year:

"Teaching for Technology"
CSU Monterey Bay
June 13 - 18, 1999

Faculty Leadership
San Diego Weston Horton Plaza
June 24 - 28, 1999

Curriculum Institute
Pacific Hotel(Disneyland), Anaheim!
July 29 - 30, 1999

Check out the Senate website for more information!

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number of students who complete the course). Only 25% of colleges report that they follow up on students who drop out of Basic Skills courses. We need to do a better job measuring our success of Basic Skills classes as a first step in improving our performance in this area.

- While most colleges report providing some amount of staff development for Basic Skills instruction, 42% of those responding indicate that their college provides no such activities or they were unaware such efforts.
- Nearly 30% of the colleges from multi-college districts report having no system to articulate Basic Skills courses from one college to another. Students transferring from college to college will inevitably experience confusion about which course to enroll in. (Faculty working on a project funded by a Board of Governors grant are currently developing a system to articulate Basic Skills course between community colleges.)
- The broad diversity of levels, courses, and supporting activities that colleges offer defy further generalization.
- Most instructors who teach Basic Skills courses are part-time instructors. For credit courses the percentage of part-timers is 56.5%; for non-credit courses the percentage is 70%. Because full-time instructors enjoy more support from their respective institutions, have more time to help students during office hours, and are more responsible for the development and continuity of programs, colleges need to dramatically increase their full-time faculty in Basic Skills, as well as in all other areas.
- Class size is relatively high for Basic Skills classes. For writing and reading classes, only 12% of colleges have enrollment limits of fewer than 25, 62% have class size limits between 25 and 30, and about 26% of colleges have limits above 30. For math, the numbers are even more disappointing: 24% of colleges have limits of 30 or under while 76% have limits of over 30.

Now that we have at least a partial picture of the state of Basic Skills instruction in our institutions, we can recognize many areas where we must provide more creativity, more resources, and – as faculty – more leadership to improve.

The Impact of the Overuse of Part-Time Faculty

• *by Bill Scroggins, President*

The explosive growth of the use of part-time college faculty over the last three decades has been well documented. Much debate has ensued regarding whether or not this extensive use of part-time faculty has resulted in a decline in the classroom learning experience provided to students. While this debate rages, the gradual erosion of the core of full-time faculty has led to the undermining of essential academic and professional activity at both the department and college level. This decline has largely been ignored but may have an even more fundamental impact on our colleges.

Typically, part-time faculty are neither expected to participate in nor compensated for many basic faculty functions which take place outside of the classroom. Curriculum must be kept current and instructional materials such as study guides, syllabi, problem solution summaries, lab/studio/clinic/shop activity manuals, and reading lists must be developed and updated. Even at those few colleges where part-time faculty are compensated for office hours, additional assistance to students, such as program advising, career counseling, and letters of recommendation, is generally left to full-time faculty. With the mobility of today's student, articulation with other institutions is a growing task, particularly for community colleges. The growing accountability movement has meant more attention to program review and accreditation. The mundane chores of hiring and evaluating faculty are a combination punch for departments with an over-dependence on part-time faculty. The high turn-over rate of part-time faculty means much more frequent hiring searches and in-depth initial evaluations–and all to be done by a shrinking pool of full-time faculty. As a result, some colleges are observing a decline in attention paid to faculty qualifications upon hire, cursory evaluations that often overlook even glaring teaching flaws, and a tendency to relegate hiring and evaluation of part-time faculty to administrators who may or may not have the subject matter expertise to make the appropriate judgements. All of this does not even consider the college level impact of part-time faculty who generally do not participate in faculty governance activities, establish relationships between the college and the surrounding community, or partake of scholarly activity at any rate even approaching that of full-time faculty. Of course, none of this is unexpected, considering that colleges do not provide part-time faculty with direct compensation, or even supporting resources, for any of these professional activities.

The long-range implications of this deterioration in the academic and professional activity of faculty in the college environment are potentially quite profound. In many ways, this extensive dependency on part-time faculty who are not treated as full members of the educational community is part of a larger societal trend to fragment what used to be a rather integrated set of expectations of those in professional occupations. It is not at all unusual now, for example, for a group of business managers to hack out a set of general principles and then give the hen-scratchings to a specialist for "word-smithing." Today's view of the corporate mogul is one of a sleek-suited executive surrounded by a phalanx of such specialists. I would submit, without any attempt at assigning cause-and-effect, that what we are seeing is a decline in the perceived worth of the intellectual life. Ferreting out the details of a problem through research, reading widely to establish a firm conceptual foundation, writing cogently and exercising one's mind accordingly, organizing one's thoughts to make a persuasive verbal presentation are, to me, not tasks to be fobbed off to some hireling. These activities are the foundation of the intellectual life. If this trend continues, will our civilization fragment accordingly?

1999 Spring Plenary Session

The 1999 Spring Plenary Session of the Academic Senate for California Community Colleges will be held on April 15 - 17, 1999 at the San Francisco Airport Westin. Registration material is now available in the Senate Office or on the Sente website.

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SenateRostrum

The Newsletter of the Academic Senate for California Community Colleges

Partnership: Problems and Paradoxes

• *by Linda Collins, Secretary*

It sounded so wonderful. An infusion of millions of dollars over the next seven years to address student success and improve student achievement. Partnership for Excellence, as it came to be called, sounded almost too good to be true. Well, it was.

The Partnership for Excellence is a program to enhance student outcomes. These include transfer, degrees and certificates, successful course completion rate, workforce development measures, and basic skills improvement. The system's proposal was designed to exchange improvement in these areas for "a substantial financial investment by the State."

The Chancellor envisioned a seven-year program of structured budget increases in $100 million increments. In year one, $100 million (M) was added to the system's base; the next year another $100M was to be added onto the $100M base, for $200M total. Year three would be funded at $300M, and so on. The hope was to bring the California Community College System to within $1500 per full time equivalent student (FTES) of the national average. Currently we lag far behind other states in funding levels per student.

So, what's happening at the state level?

The system received $100M in its 1998-99 budget. The initial Governor's budget for 1999-2000 allots only $10M in increased funds for Partnership. The $100M is in the base, though no cost of living adjustment was given on that sum. While normally the Governor's recommendations are augmented by available state dollars in May (known as the May revise), it is too early to know just what the final sum might be. While it is possible that the allocation will go up from $10M, it's unlikely that the system will get the full $100M additional investment.

This raises a critical question. If the goals established by the system were envisioned as an exchange (a "quid pro quo" as the Chancellor called it), then what is the expectation for achievement if the program isn't fully funded? If we receive only 10% of the funding, it would seem reasonable that we be held only to 10% of the goals.

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Can Computers Replace Teachers?

• *by Hoke Simpson, Chair, Publications Committee*

In the Academic Senate paper, *The Future of the Community College: A Faculty Perspective*,[1] the authors maintain that computer-based distance learning is inherently inferior to traditional classroom instruction. This position is not so much argued in the paper as it is merely asserted. "Teaching is the 'business' of creating epiphanies," say the authors, "and this will always be best accomplished through the power of personal presence." (*Future*, p. 14)

It may not surprise anyone that the Academic Senate Office has not been flooded with E-mail and phone calls from the field contesting this assertion. It seems that most instructors—even those most dedicated to developing the new modes of delivery—acknowledge, perhaps on no more than an intuitive basis, the truth of this claim.

As the paper points out, however, there are those whose vision of the future is singularly "facultyless," and who, instead, see the

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Faculty Unity is Within Reach

Cooperation among the statewide organizations that represent faculty is at an all-time high. The results of this unified faculty voice in Sacramento have been stunning. With several challenges on the horizon, it is more important now than ever to keep this spirit of collaboration alive.

Five faculty groups have representatives on the Consultation Council, the eighteen member body that gives advice to the Chancellor and the Board of Governors on matters of policy and procedure. They are the Community College Association of CTA, the Community College Council of CFT, the California Community College Independents, the Faculty Association of California Community Colleges and the Academic Senate. Each union is represented by its president: Debra Landre of CCA/CTA, Tom Tyner of CCC/CFT, and Deborah Sweitzer of CCCI. Sam Weiss represents FACCC as its president, and Lee Haggerty and I represent the Senate on the Consultation Council. Together we make up COFO, the Council of Faculty Organizations, an informal affiliation that meets each month just before the Consultation Council.

Each of these leaders has contributed their expertise and energy both personally and organizationally to the best interests of faculty in the broadest sense. A few examples should suffice. The efforts of the Academic Senate to oppose performance based funding are well known. But less well known is that the hard-fought concessions during the last stages of the legislative process were through a strong alliance forged by Debra Landre of CCA/CTA. Without her influence in the Legislature, we could be looking at a college-by-college pay-for-performance system right now. Many of you are aware of the burgeoning effort to hire more full-time faculty. But few know of the tireless and relentless efforts of Tom Tyner of CCC/CFT to use Partnership for Excellence funds for full-time hires and produce a budget proposal for 1999-2000 that would pledge another $40 million to full-time hiring. Debra has used her resources to bring legal expertise to bear on the Education Code revision in which we are all involved. Tom has produced documentation on intellectual property rights contract language which has helped us all advocate for faculty ownership of works we create. Deborah Sweitzer has shepherded our efforts to meet the needs of part-time faculty, particularly through support of the COFO part-time workshops. Last year when the Chancellor attempted to put into legislation his own "Strategic Response for 2005" rather than promoting the Consultation Council plan "2005 Report," it was FACCC that led the way on stifling that bill. Sam Weiss has continued that strong FACCC leadership through her expertise on workforce preparation and economic development which are the subject of several bills this year. On all of these issues, the faculty groups were unified as a joint leadership team.

In my many years in leadership–as a FACCC member and, at various times, a member of locals of CCCI, CCA/CTA and CCC/CFT–I have never seen unity this

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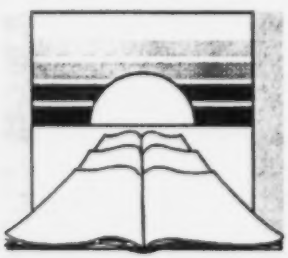

The Academic Senate for California Community Colleges
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Linda Collins, Secretary; **Dennis Smith,** Treasurer; **Janis Perry,** Past President
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high. Yes, many of us remember stressful times. CTA and FACCC have had their tumbles; so have the Senate and FACCC. And the competition of the unions for local representation has occasionally had a ripple effect at the state level. But those days are past. CTA/NEA and CFT/AFT continue to talk about unification. The Academic Senate has recently signed memoranda of understanding with both CCA and CCC to go along with our years-old memorandum of understanding with FACCC. The officers of the five organizations will hold a unity meeting this coming September.

But our task is far from over. The alliance forged among Debra, Tom, Deborah, Sam and myself must continue even as our organizations hold elections to decide the future board members and leaders of our organizations. It is essential that those leaders have the same commitment to collaboration as has been demonstrated in the last two years. There are, of course, those who are very proud of their own organization. I am very proud of the Academic Senate and what we have done. But we cannot champion our own organization over the common best interests of all faculty. The risks are too great. There are those outside of the faculty ranks who are, at this very moment, advocating for the demise of shared governance, for statewide collective bargaining, and for the abolishment of tenure. It will take all faculty working together to stem the tide.

So as you consider whom to select to represent you as the leadership of these groups, ask the tough questions of the hopefuls: "Do you support faculty unity? Will you collaborate with other faculty organizations for the common good?" We will stand or fall together!

Excellence in Education

In 1985 the Board of Governors of California Community Colleges, in honor of the former state Chancellor, Gerald C. Hayward, created awards for outstanding community college faculty. The Gerald C. Hayward Award for "Excellence in Education" has been awarded since 1988. Four recipients, each from different areas of the state, are selected and honored annually at the March Board of Governors' meeting. All faculty, both inside and outside the classroom, are eligible for the award.

Each community college is encouraged to nominate one faculty member. A selection committee consisting of Area Representatives of the Academic Senate evaluate the candidates from a different area. The candidate's identity is unknown to the selection committee. The candidates are evaluated on their commitment to: education; serving students; community colleges, including support for open access and helping students succeed; serving the institution through participation in professional and/or student activities; and serving as a representative of the profession beyond the local institution.

The 1999 Hayward Award for "Excellence in Education" is sponsored by the Foundation for California Community Colleges and was awarded to Elizabeth Barkley, a music instructor at Foothill College; Lynda Corbin, an English instructor at San Diego Mesa Community College; Joseph Munoz, a political science and history instructor at Feather River College; and Janet Shapiro, the Coordinator of Disabled Student Services at Santa Barbara City College. The winners were honored at the March 8th Board of Governors meeting in Sacramento. Each recipient was introduced by the Academic President Bill Scroggins and received a plaque and $1,250 cash award presented by Larry Toy, Foundation President. Checkout the Senate's website for more information on each of the recipient.

International and Global Education

• *by Bill Scroggins, President*

The issue of global education and how it has been approached at the system level has been a concern of the Academic Senate for some time. This article will attempt to put those issues in perspective, at least from my point of view.

The best piece of work on this topic is a recently released report, *Looking to the Future: Report on California Community College International and Global Education Programs*, written by Rosalind Latiner Raby, longtime coordinator of international education for the Los Angeles Community College District. The report points out that 87 of the 91 responding colleges had at least one program in this area. The programs and activities can generally be placed in 8 categories:

- Faculty/Staff Exchange in which jobs are exchanged for a limited period,
- International Development to provide education and training to other countries,

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What Makes Technology Mediated Instruction (TMI) Succeed?

by Robert Breuer, Las Positas College

@ONE is a grass-roots, faculty-driven project, which last year conducted interviews with California college faculty practitioners who are effectively using technology to enhance or deliver instruction. Their uses of new technologies (multimedia, the web, E-mail, or computer simulations) prompt them to revise the structure of a course, alter assignment design, and to reconsider the ways in which students approach learning. TMI offers very flexible teaching media.

Some California college and university faculty have begun to explore open entry/exit modules, which have untapped potential for tailoring courses to the diverse talents of the community college population. For example, students who are highly motivated with a strong academic foundation can achieve transfer more quickly; others who have a strong base in particular content areas can opt for early exit and focus attention on those subjects which require more effort; students with special needs have the ability to take charge of their learning, can pace how and when they review materials, and formulate responses. For example, Judy Meyer of Santa Barbara City College found that providing materials on-line (and this can be done with E-mail and other technologies as well) is extremely helpful to ESL and students with disabilities, for such strategies reduce the anxiety of losing what is said in lecture.

According to other faculty practitioners, E-mail has greatly improved the quantity and quality of teacher/student interaction and student/student interaction. Access to instructors is often restricted to posted office hours; working students, students with family responsibilities, and those enrolled in night courses often find it difficult to meet directly with the instructor. These students also often find that traditional instruction restricts peer interaction to class meetings or to intervals immediately before or after class. E-mail, by enabling asynchronous discussion, solves such access issues. It provides the opportunity for increased contact with the instructor, fuller participation in peer discussions, and increased participation in collaborative projects. While these pioneers caution that faculty and students must be trained to use E-mail, all testify to its effectiveness in encouraging effective contact between students and faculty, promoting prompt feedback, and developing reciprocity and cooperation among students.

Many faculty have found that asynchronous discussion increases and improves the quality of student time on task and provides those with diverse talents and modalities of learning with enhanced learning opportunities. For example, participation is easier for students with disabilities and multi-lingual students (who may need to reread materials and revise response) and for students who are often silent in traditional classroom discussions, which privileges quick response.

TMI motivates faculty and students to keep up with changing technologies and encourages faculty to explore and experiment with the instructional potential new technologies offer. This translates into increased computer literacy skills for students preparing to enter a technology rich workplace. John Herzog of CSU Northridge finds the process endlessly exciting. Every time you go on the Internet, he observes, you go on a treasure hunt.

The same is true for students. Marshal Cates (CSU Los Angeles) notes that exposure to multimedia, E-mail, and the Web provides students with incremental increases in computer literacy, and Eric Harpell of Las Positas College reports that tying computer literacy to learning tasks allows students to adapt and modify their skills in order to achieve learning and results in other classes. Finally, Christine Pitchess of Joblink (Coastline College) has found that students transfer computer literacy and teamwork skills to the workplace and this has received unanimous positive response from supervisors.

Clearly, faculty and students alike find that using technology to achieve learning promotes the good practice of a self-renewing process. According to Susan Adrian of Mission College, freedom combined with sufficient student desire equals a dream learning situation.

Despite our being located on 107 statewide community college campuses, faculty are brought together through emerging technologies. As faculty ourselves, the @ONE project is one good place to connect. Our @ONE website provides one place to find support and information on technology training. California community college faculty and staff are invited to find one another and many other news items regarding California Community College technology training by visiting our website at http://one.fhda.edu and joining the @ONE eCommunity.

Accreditation Evaluation Teams-The Comprehensive Visit

Published in January 1999 edition of Accreditation Notes

Serving on an evaluation team for the Accrediting Commission for Community and Junior Colleges (ACCJC) can be one of the most rewarding experiences of your professional life. This conclusion is reached by most of those who serve on teams visiting ACCJC member institutions regardless of whether they are veterans of the process or "rookies".

Dr. Joseph Gonzalez, a Professor of History at Moorpark College in the Ventura County Community College District, recently wrote: "I have always stressed to my Modern History students that they would do well to emulate the professional work ethic of the British Expeditionary Force of the First World War. Their motto was 'We'll do it. What is it?' I did not expect to see that level of devotion to duty and pride of craft in accrediting circles, but I have, in fact lived it. I have seen educators commit to the mission of excellence they pursue, living their profession in service to it, never forgetting whom they serve. Serving on a team is a grand experience and one which I seek to have at every opportunity."

Dr. Gonzalez's statements demonstrate the essence of the evaluation experience in the process of accreditation. As a voluntary, non-governmental process, it depends on a cadre of volunteer professionals who serve as independent appraisers of what a college's self study says about what is has, what it does, and what it achieves.

By offering insights based on analysis of what the college has written about itself and in conducting an onsite evaluation, teams call attention to issues of institutional effectiveness. This activity assures Commission members that the college has been responsive to all of the recommendations made by previous teams as well as to all the directions given by the Commission. Teams also assure the Commission that, in its continuing pursuit of excellence, the institution has developed sound evaluation and planning procedures concerning assessment of student outcomes. Having received information from the teams in the form of a report, the Commission can then deliberate and reach an informed decision on the accredited status of an institution as well as on the recommendations to be made for continued improvement.

Team members are selected from a roster of experienced educators who have offered their services as evaluators and who have been trained by commission staff in workshops held twice a year. They are expected to provide impartial and experienced evaluation and to address any special concerns expressed by the college. A typical team will be made up of individuals whose expertise lies in one of the many aspects of the typical college community. Thus, the team will include faculty members; a chief executive officer; academic and student services administrators; a trustee; a business officer; and an individual with experience in planning, research, and institutional evaluation. Teams reflect the diversity of the college and are a balance of experienced and first-time evaluators.

Team members are evaluated on their performance by team chairs and these evaluations are reported to the Executive Director. Evaluations become part of the continuous Commission effort at providing quality assurance to the public.

Experienced evaluators who have gained a reputation as leaders in accreditation issues are invited to serve as team chairs. They are trained by Commission staff to provide the leadership necessary for successful completion of a comprehensive visit. The team chair is the Commission's representative; the leader of the team, manager, and spokesperson; and, with in-put from team members, the author of the report to the Commission. To a large extent, the success of an evaluation visit depends on the quality of this leadership. The team leader, too, is evaluated as part of the on-going process of quality assurance.

The process of accreditation used in this country is unique and remarkable and it relies on the commitment of professional educators for its success. Peer review continues to be at the center of American accreditation. The Commission always has an interest in recruiting new evaluation team members. If you are interested in being a part of this effort, give us a call to receive the necessary application form.

Note: Applications are available by contacting the Academic Senate Office at (916) 445-4753.

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teaching function taken over by machines. How much more efficient and cost effective! How many fewer grievances and contract disputes! And shared *what*? Govern this! (...as the plug is pulled.)

In view of recent sightings in our fair state of the occasional manager and even legislator given to the opinion that faculty are far too uppity, and whose eyes grow brighter at the prospect of a future without us, it might not hurt to look more closely at the analysis behind the claim that classroom instruction is the preferred route to learning.

At last spring's meeting of the American Philosophical Association in Los Angeles, Professor Eugene Heath of SUNY at New Paltz found himself on a panel discussing the potential of computers for the delivery of instruction in philosophy. Professor Heath was, at best, lonely and, at worst, he must have felt like he had wandered into some sort of sales convention. His fellow panelists were all from the same institution in the Northwest, and they had come to sell. With the zeal of the newly-converted, they hosanna'd the glory of the machine, and praised the learning experience they had brought to their students through the manipulation of bits and bytes.

Professor Heath was no stranger to distance learning: he had developed and taught his own course via computer and had written about it in an article titled, "Two Cheers and a Pint of Worry: An On-Line Course in Political and Social Philosophy."[2] On this occasion, finding the "cheers" in abundant supply, Mr. Heath gave voice to his "pint of worry," and talked about his reservations about on-line classes. In the panel discussion, as in his article, he grouped his remarks under three headings: the professor as a cause of thought; the profession of teaching as a practice; and the college as a place.

Behind each of these areas of concern, according to Heath, is the fact "that on-line education reduces all communication to written propositions....The real issue," he writes, "is whether teaching and learning can be reduced to written propositions." (295)

Heath's answer is "No, they cannot." On-line documents, he suggests, "may offer opportunities for thought and reflection, but these documents may not *cause* reflection, at least not in the same nuanced manner as a skilled teacher causes one to think and reflect." (296) For example, a teacher can cause reflection through the use of her voice and strategic silences. In his spoken remarks, Heath told the story of an instructor whose effectiveness increased dramatically through the device of bringing a cup of coffee to class. Whenever he paused to take a drink, the silence gave students the occasion to reflect and pose questions. Such silences can't be achieved in the medium of the written word.

Additionally, Heath notes, for a professor's words to be effective...

> "(in the sense of effecting thought) one must have an awareness of one's audience. This awareness is not merely an awareness of facts about the audience (so-and-so dislikes Plato, is active in student government, is unhappy, and so forth) but an awareness of that audience's attentiveness, comprehension, seriousness, and interest. Without such awareness, the classroom professor is merely speaking, reading, or explaining, all of which could be done in a room with no one present. And what is the professor doing when engaged in on-line teaching? The on-line awareness of the professor is limited to whatever facts may be gleaned from some on-line profile of students or from the professor's own evaluation of the student's written work; however, ...none of this matches the immediacy or efficiency of direct, face-to-face, awareness. In its absence, there is little room for the unarticulated understanding, the spontaneous insight, or the developing sympathy that can arise between teacher and learner." (296)

The production of that moment of insight is the "epiphany" of which the authors of the *Future* paper wrote. Of course epiphanies can occur in the course of one's reading of written propositions; their occurrence in such circumstances, however, seems likely to be far more random and less frequent than under the nurturing provocations of an instructor.

This brings us to yet another dimension of the issue of the professor as cause of learning, one which Heath does not discuss. He, and we, when talking about "modes of instructional delivery," tend to be exclusively focused on the advantages and disadvantages to the student. There are, however, advantages to the instructor as well. Through the performatory aspects of their profession, instructors stand in a relationship to their audience similar to that of all performers: They nurture certain appropriate responses in their audience and, in their turn, the performers feed off of—are quickened or nurtured by—those responses when they are produced. As the comedian lives for the laugh, so the professor lives for the moment of insight. From the

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professor's perspective, the difference between classroom and on-line instruction in terms of her own satisfaction is similar to the difference between the experience of the singer who has thrilled a live audience, and one who has achieved a "wrap" in the recording studio. The immediacy and intensity of the former cannot be matched by the latter. We have a right to expect that burn-out will occur much sooner for the on-line "performer" than for the one with a live classroom audience.

Heath's concern with the professor as cause of learning leads naturally enough to his concern with the profession of teaching as a practice. At its best, classroom instruction involves the exercise of "judgment and know how, neither of which," Heath writes, "can be reduced to rules or systems, but both of which are essential components of the *practice* of teaching." (296) The effective teacher's awareness of the "attentiveness, comprehension, seriousness, and interest" of the students is constantly translated into judgments as to which phrase, diagram, admonition, or example will bring students closer to achieving insight. One knows how to rephrase the student's inchoate question in just the way that will help him toward the answer. And one knows that not all inchoate questions are equal, that they reflect greater and lesser distances from the goal of comprehension, and one measures one's responses accordingly.

Heath's concern, of course, is that the conditions of immediacy required for this sort of practice, "involving unarticulated judgment and know how," simply do not exist on-line, especially when " all communication must be reduced to disembodied propositions." (296)

Another dimension of the practice of teaching which gives Heath pause lies in the fact that such practice involves "more than judgment or know how: It is also exemplary of attitudes, dispositions, emotions, and commitments, none of which are easily conveyed through written propositions." (296) In the written word, one finds only the products of the professor's labor; lost are the attitudes, the "intellectual qualities," the passion, discipline, patience, etc., that informed it. Yet, Heath maintains, it is the acquisition of these intellectual qualities, taught by example in the classroom, that makes the difference between true learning and the mere transfer of information.

Finally, Heath's focus on the importance of conveying intellectual attitudes brings him to his concern with the college as a place. One of the great attractions of on-line learning is that of the "college without walls," of learning that is not bound by constraints of space and time, that can be engaged in when it is convenient to do so. Heath believes that these very features of on-line learning inculcate precisely the wrong attitudes and values.

> "A (physical) place devoted to learning, study, and research, a place to which one must go at certain hours, may prove inconvenient to some, but its very inconvenience is also its signal importance: Some things have to be set aside if one is to engage, focus, and commit oneself to learning. Though this is one consequence of place, it also implies the seriousness of education. That the computer is convenient because its courses occur in no real space or time easily translates into the view that one need not engage when one doesn't want to, that one need not set aside certain activities for the sake of learning, and that one may, simply, turn off the machine if something is too difficult; in sum: learning is no more important than anything else." (297)

Heath concludes that "perhaps on-line education has a place, but it is a subordinate one: on-line education is best viewed, at least under current technology, as a surrogate: The best education occurs between teacher and student." (297)

It is certainly worth observing at this point—especially for those who may not yet have read the paper on *The Future of the Community College*—that the paper by no means places the Academic Senate in opposition to the use of technology in education. As is pointed out in the paper's conclusion,

> "The Academic Senate would be clear...that it is rejecting only the extreme demand that technology serve as a replacement for faculty. The Academic Senate maintains that technology, both now and in the future, is a marvelous enhancement to instruction, and would urge that its potential continue to be explored and utilized. In addition, the Academic Senate applauds the fine work of those faculty who are developing course content for distance learning, who are maintaining the highest standards of academic integrity while ensuring increased accessibility to higher education for students in the future." (*Future*, p. 17)

Heath's remarks do have considerable import for those who develop on-line courses. If he is correct, and the loss of immediacy involved in going on-line is an impedi-

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ment to learning, then it becomes all the more important that on-line instructors adhere rigorously to pedagogical "good practices." As the authors point out in the Academic Senate paper, *Guidelines for Good Practice: Technology Mediated Instruction*, "good teaching is good teaching, regardless of the medium or method chosen for delivery."[3] If the medium has inherent obstacles (and every medium does—yes, even the classroom), then one must take special care to find ways of compensating for them. One way to do this is to seek out and take advantage of unique opportunities afforded by the new medium itself. As we can see from Robert Breuer's remarks elsewhere in this issue ("What Makes Technology Mediated Instruction (TMI) Succeed?"), this seems to be exactly what instructors in California's post-secondary systems are doing.

Does Heath's analysis have implications for the Academic Senate's hard-fought and successful battle to change the "personal contact" requirement for distance learning to "effective contact"? I don't think so. On-line learning has one huge advantage over classroom instruction: It provides access to education for those who cannot get to the classroom. Heath himself acknowledges this. The "personal contact" requirement vitiated this advantage, and the Academic Senate furthered the cause of student access in getting it changed.

I, like Heath, am an instructor of philosophy who ventured into the digital world—in my own case, spending ten years teaching in a department of computer science. I am excited about the potential of on-line instruction, and am delighted by the Academic Senate's insistence on maintaining the highest pedagogical standards. For my own part, however, I am most interested in computer technology as an adjunct to classroom instruction, which, I am convinced, is inherently superior to its on-line cousin.

There is, in sum, an important role for technology in education; but that role will not entail the 'downsizing' of faculty so long as our 'business' is that of creating epiphanies.

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[1] The Academic Senate for California Community Colleges, "The Future of the Community College: A Faculty Perspective." Paper adopted Fall 1998.

[2] Eugene Heath, "Two Cheers and a Pint of Worry: An On-Line Course in Social and Political Philosophy." *Teaching Philosophy*, September 1997, 20:3, 277-300.

[3] The Academic Senate for California Community Colleges, "Guidelines for Good Practice: Technology Mediated Instruction." Paper adopted Fall 1997. Page 1.

"International" from page 3

- International Economic Development preparing U.S. business for global trade,
- International Students coming to our colleges to learn,
- International Studies, degree programs in careers with international focus,
- Virtual Education providing online courses available worldwide,
- Internationalizing Curricula in which international themes are infused in many courses, and
- Study Abroad, an opportunity for our students to study in other countries.

Some of these programs are very common: 90% of colleges reported having International Students, 56% had Study Abroad, and 44% had Faculty Exchanges. The most frequent degrees offered are International Business (26%) and International Studies (11%). Infusion of international themes into the curriculum is very common as well. The most common types of courses with specific units on internationalism are ESL (93%) and Foreign Languages (76%). One of the ED>Net economic development initiatives directly focuses on helping U.S. business deal with international trade.

The value of giving our students an international perspective is clear. Our students are generally quite insular in their view of the world, a conclusion that is supported by the recent Carnegie Foundation report, *Reinventing Undergraduate Education*. As with Multicultural Education, which gives our students comparisons among ways of life of groups within our own country, International Education broadens the perspectives of our students and can be a springboard for an understanding and tolerance that is sorely needed in this country.

The problem that I have is with the Global Education portion of this equation, those programs in which we assist our own companies with doing business overseas or in which we assist foreign businesses in learning what American industry has to offer. Here I think we are straying from our primary mission to educate the residents of California. And I have a problem with the use of this state's precious education dollars for activities that so directly benefit individual businesses–particularly those in foreign countries. In my opinion, these types of activities should be confined to contract education in which the full costs–both direct and indirect–are covered by the businesses which benefit. Until the proposals that I see coming from Sacramento meet these criteria, I cannot support them.

Currently, a Board of Governors grant is supporting the work of the International/Global Education Network Task Force, chaired by Brice Harris, chancellor of the Los Rios Community College District, and staffed by Juan Cruz of the Chancellor's Office. Our own Executive Committee members Dennis Smith and Mark Snowhite have been liaisons to this group. Those of you who would like to know more about this issue can contact Juan Cruz at (916) 327-2987. Copies of Rosalind Raby's *Looking to the Future* report can be obtained by contacting her at rabyrl@aol.com.

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Institutes "R" Us

• *by Bill Scroggins, President*

As summer approaches, the Academic Senate is working on several training experiences for faculty and others. These summer institutes are a valuable service provided by the Academic Senate and, we hope, at least one of these opportunities may interest you–yes, YOU, not just your senate president! On tap are the Faculty Leadership Institute, the Student Leadership Institute, the Technology in Teaching Institute and the Curriculum Institute. Details on all these institutes will be available on our web site as they develop.

The Faculty Leadership Institute is approaching its ten year mark. Intended for new and emerging local senate leaders, it provides in-depth training and experiential learning all the way from principles of leadership to the nuts-and-bolts of everyday operation of a local senate. This year's institute will be June 24-27 in San Diego and is designed for 50 participants. Co-coordinators are Nancy Silva and Dennis Smith.

The Technology in Teaching Institute is in its second year and is co-sponsored by the @ONE faculty technology training project, a grant spearheaded by De Anza College. This five day intensive training is a hands-on experience in how to use technology in teaching. Held at CSU Monterey Bay from June 14-18, five different tracks are featured, each in a separate computer lab at CSUMB. The tracks include: 1) introductory word processing and related skills, 2) multimedia including scanning and image manipulation, 3) basic web page design for the purpose of using the web to support classroom-based instruction, 4) design of online courses–from curriculum development to software applications, and 5) a train-the-trainers experience for those faculty with the responsibility of training other faculty in technology at their college. Approximately 100 participants can be accommodated. Co-coordinators are Ric Matthews and Ian Walton.

The Student Leadership Institute is a joint project of the Student Senate, the Academic Senate, the Community College League, and the CCC Student Advisors Association. The institute is designed for student leaders, accompanied by their advisors, to develop and enhance individual leadership skills. The event will also be held at CSU Monterey Bay and begins Sunday evening, June 7th, with a dinner and ice breaker and ends just before lunch on Wednesday the 9th. The emphasis will be on characteristics such as advocacy, relationships, communications, ethics, and team building. The program design is built on experiential learning through activities such as role playing, situational analysis, group projects, values clarification, leadership style identification, and guided discussions. All four organizations will be contributing to the facilitation of the institute, which is designed for approximately 100 participants, and is quite reasonably priced at only $250 (which includes room and board–double occupancy in a dorm room!). Collaborating are David Wilkinson of the Student Senate, Cindra Smith of CCLC, Doug Barr of CCCSAA, and our own Nancy Silva.

The Curriculum Institute will be held July 28-30 at the Disneyland Hotel. (No, that doesn't mean that we have Mickey Mouse courses!) The institute is designed for college teams consisting of the CIO, faculty Curriculum Committee chair, and others involved in the development and approval of courses and programs. Teams will be asked to bring curriculum material to share with other college teams in groups who will work together under the guidance of a facilitator. In addition to study sessions on curriculum standards and practices, groups of college teams will share their work products and local practices, spreading the use of good practices and doing collaborative problem-solving on areas of individual college curriculum difficulties. In depth sessions will be held on hot topics such as technology mediated instruction, the articulation process, use of prerequisites, and the rapid response to emerging changes in vocational education. The institute is designed for about 60 participants and is a joint effort of the Academic Senate and the CIOs. Chancellor's Office staff will assist in the facilitation as well. Co-coordinators are John Nixon, CIO at Santa Ana College, and our own Beverly Shue.

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This view, however, is not held by other key players in Sacramento. The Legislative Analyst's Office (LAO) along with the Department of Finance (DOF) and the California Post-Secondary Education Commission (CPEC) are charged in the Partnership legislation with assessing whether our goals and measures are "clear, reasonable and adequately meet the state's interest in accountability." In a December 1998 joint letter, these three agencies asserted that the "specific goals should be viewed as targets that can be achieved without increasing the level of additional Partnership investment . . . Any future increase in the level of funding for the Partnership would require that the goals be made even more rigorous."

More recently, in its routine analysis of the Governor's budget, the LAO recommended reducing the proposed $10M augmentation by $8.2M. This would leave only $1.8M as a 1.83% COLA on the original Partnership allocation.

The LAO also recommended that the "Legislature delete the request for $2.5M to improve the transferability of community college courses to four-year colleges, because the community colleges should do this within the Partnership for Excellence Program." Based on plans developed by the Intersegmental Committee of Academic Senates, this would fund development of undergraduate major preparation agreements to enhance seamless student transfer across the three systems.

Clearly, one of our deep concerns with Partnership, that we would be expected to do ever more with no additional funds, is a distinct possibility. It will be extremely important that this be addressed by the Chancellor as we engage in discussions about the future of Partnership.

For now, the money is distributed to districts by FTES. But, by April 15, 2000 the system is to develop a "contingent funding mechanism." By the third-year report (using 1999-2000 and possibly Fall 2000 data) it will be determined "whether reasonable progress" has been made. If not, the Board of Governors is authorized to distribute the funds to districts according to performance on the goals. That funding mechanism is to be developed in the state consultation process—and in collaboration with the LAO, DOF and CPEC.

You should note that "reasonableness" has not yet been defined. Whatever the definition, the determination will be based on results from the initial semesters. Given funding uncertainties, the late start-up and general confusion about the program, this is not likely an adequate "test" of colleges' abilities to improve outcomes with funding. It does mean that what individual districts and colleges do their first year of Partnership will be critical to the entire system and our future funding mechanism.

According to the bill, the Legislature "intends to provide funding for the Partnership. . . as an investment to supplement funding for enrollment growth and cost-of-living [COLA] adjustments . . ." However, the Governor's initial budget proposes a disappointing 2.5% rather than the requested 4% in growth funds, and only 1.83% in COLA compared to the requested 3%. It is not clear what happens to the agreement if Partnership were funded while growth and COLA were not.

So what is happening on the local level?

The legislation says that districts will have flexibility in deciding where to put the funds. That sounds good, but what does it really mean? It all depends on whose voices determine the allocation of funds.

Academic senates have both the right and the responsibility to consult on matters of student success, as well as on establishing budget and planning processes, as stipulated in Title 5. Partnership clearly involves all of these. Ensuring the academic senate's role here is a minimum condition of receiving state apportionment. Beyond the legal requirement, if interventions to impact student achievement are to be effective, it is critical that faculty are involved in the design. If faculty haven't been involved at your campus, your senate needs to "crash the party." Let the Academic Senate Office know what's going on, and consider working with us to notify the Chancellor's Office about the problem.

In districts where senates are strong, and administrators are collegially inclined, some wonderful things have happened. Senates in consultation with administrations have set up task forces to address student success and to grapple with how best to utilize the funds to improve education for students. Mentoring projects, tutoring programs, enhanced transfer and articulation efforts, and increased counseling have been added. A sense of excitement, an aura of possibility in previously cash-starved districts, has been created.

But in some districts the

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promise has ended in disappointment, as demands for increased accountability on the part of faculty have not been matched with funds. In these districts, faculty report that district administrations have kept all or much of the Partnership money for district purposes; little to no money has actually gone to the colleges. From initial reports, it appears that such districts may have simply reported ongoing activities as if they were enabled by Partnership funds. While the legislation notes "districts shall have broad flexibility in expending the funds . . . ," this supplanting approach belies the legislative intent that the money be used for "program enhancement that will improve student success and make progress toward the system goals."

If your district has not used the funds for projects and activities related to student success, then ask the question—what accountability is there for those who disregard the legislative intent and who keep in the district pocket funds intended for students? How will the actions of these administrations and boards be "benchmarked," and who will suffer if we go to district-specific payouts in the future?

Some of these districts utilized partnership funds to increase their reserves or to pay down pre-existing debt. The Partnership Question & Answer document available on the Chancellor's Office website notes in reference to debt retirement that "such action is not restricted but is not advised. Use of a small portion of the funds to retire debt may be allowable if such action directly enables the district to improve its ability to address Partnership goals . . . As for reserves, use of the funds in this way is not directly related to progress toward the goals."

Other districts utilized Partnership funds to hire full-time faculty. Increasing the ratio of full to part-time faculty can clearly provide students more access to faculty in office hours, more frequent counseling appointments, or smaller classes. Full-timers review programs and identify areas for improvement or redesign. While some predict Partnership dollars will significantly improve the ratio of full to part-time faculty by the end of this year, it remains to be seen how many new faculty were actually hired with Partnership funds and how many were merely retirement replacements charged to the Partnership in district reports.

Chancellor Nussbaum has requested that CEOs re-examine their commitments for 1999-2000 to ensure they are contributing to the Partnership effort. In a recent E-mail to them, the Chancellor noted, "I would expect each of you to address those isolated instances where some of you may have invested some portion of the funds for purposes that you now recognize as having no conceivable relationship to improving performance on system goals."

It remains unclear, beyond coaxing recalcitrants to do the right thing, what the Chancellor's Office is going to do about those districts not responsibly utilizing the funds. What role will the Board of Governors (BOG) and the Chancellor play? In this era, the expectation is that all groups—faculty, administrators, trustees and staff—will be held accountable. How this will be done without truly categorical funding is not evident.

The Partnership approach can be seen as one in a series of attempts to decategorize funding. General calls for "relief from mandates" and the "deregulation of education" have become almost commonplace. Administrative organizations often argue that funds should be given with the least regulation possible. But those who divert Partnership funds for unrelated projects undermine the case for flexibility and make such pleas sound more like rhetoric than prudent fiscal policy. The Legislature has a right to expect that, when it funds a program, a good faith effort will be made to invest the dollars as intended.

The Legislature also has the right to set fiscal policies and priorities for the expenditure of public funds. Historically, ensuring access to underrepresented populations and the promotion of educational equity have been among the key reasons for categorical funding. While Partnership was funded, augmentations for the very programs with proven positive impact on student outcomes (matriculation, EOP&S, Puente, DSPS) did not receive requested augmentations in 1998-99. In the initial Governor's 1999-2000 budget, augmentations for these categorical programs were again not awarded.

Currently the system is discussing May revise priorities, and categorical programs do not appear to be in the mix. For the following year, local districts are asked to review existing state budget categories and comment on which should continue or be deleted from consideration. Local—and state— boards and administrations need to hear from supporters of such programs if they

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are to be funded in the future. In the meantime, local senates should remember to consider the needs of all students as they make Partnership recommendations for program enhancements.

While many may assume that categorical programs are "okay" and have enough money, this is not the case. For example, according to a 1998-99 budget analysis by the Community College League, funding levels for Disabled Student Programs and Services remains roughly the same as 1989 levels — even though the number of students needing such services has substantially increased, as have expectations and requirements for reasonable accommodations with the Americans with Disabilities Act.

While the continued disparity of student outcomes across demographic and economic groups is a glaring problem in all of public education, Partnership did not specifically include any goal or measure to address this problem. For now, if student equity in achievement is to be addressed, local senates and administrations will need to take up that challenge. Revisiting student equity plans and examining current institutional data would be a good place to start.

Your district was required to report in December 1998 processes and plans for partnership spending. Unfortunately, the report was not intended to serve the purposes of accountability as much as it was to enable the Chancellor's Office to lobby for more Partnership money.

If you were not involved with creating your district's report, or have not received a copy, you should request one from your district office. These are public documents, so you shouldn't have trouble accessing them. The Academic Senate requested a sign-off for the local academic senate on the Partnership reports as is done with matriculation. While this was not adopted, this could be revisited as implementation issues are reinvestigated.

A summary and analysis of the district spending reports is being prepared by the Chancellor's Office. The Academic Senate President, Bill Scroggins, has requested copies of the district reports. We'll be working together to provide that information back to each local senate president. We urge you to review the report and investigate the local use of the funds. If the report is inaccurate or misleading, contact the Academic Senate Office and challenge the report with the Chancellor's Office.

The Academic Senate is sending out a turn-around survey to gauge how many districts actually used Partnership funds for student success purposes and engaged in consultation to do so. Be sure that your senate representatives turn in the survey. It can be mailed back, or brought to the on-site Senate Office at the upcoming spring plenary session (April 15-17, San Francisco Airport Westin)

The Academic Senate will be holding a session breakout on the Partnership for Excellence. Representatives of successful college partnerships will be invited to share tips. Other breakouts will address a range of student success issues and model programs.

Each college will be receiving in the near future a "FACT Book" detailing baseline data on Partnership measures for each college for 1995-1998. It is important that faculty and college personnel review and verify the accuracy of the reported data.

Those faculty and administrators who have risen to the challenge and are using the money to enhance students' educational experiences deserve our recognition and gratitude. They are contributing to the statewide effort; more importantly, they are focused on our true calling, student success.

If we are to take advantage of the current funding and forestall moving to district specific payouts in the future, local senates will have to do what they can to secure Partnership dollars to enhance educational programs and services. Work on your campus to form a real partnership with other faculty, administrators and staff committed to improving education for students.

After all, the point is to get the money to the students. That's where the real magic happens— in the classrooms and student services, libraries and tutoring rooms, the transfer centers and counseling offices— wherever student aspirations and achievements can be supported and extended.

June 1999

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SenateRostrum

The Newsletter of the Academic Senate for California Community Colleges

Landslides and Squeakers: Spring Elections Produce New Executive Committee

• *by Julie Adams, Executive Director, and Hoke Simpson, Publications Chair*

The 1999 Spring Plenary Session of the Academic Senate for California Community Colleges produced more than its usual share of electoral agony and ecstasy this year. When it was all over, there were changes in three of the top four officers' slots, four new faces on the Executive Committee, and several shifts in offices held.

Adding to the drama was the fact that all four candidates for the two top slots of President and Vice President chose not to "trickle down." This meant that three of the four were putting it all on the line. Presidential candidates Lee Haggerty and Linda Collins, and Vice President candidate Winston Butler, had each reached the end of their current terms, so that a loss for any of them meant a one-way ticket home. Hoke Simpson, the other Vice President candidate, had only served one year in his two-year Representative- at-large seat, and a loss would return him to that position. The results were a landslide victory for Collins and a squeaker for Simpson.

Collins expressed gratification at the Plenary Body's recognition and endorsement of her work in the position of Secretary over the last two years. "This takes nothing away from contributions Lee has made over the years" Collins said. "I am honored that the faculty selected me.

Incoming President Collins

The high profile created by my breakouts and written work certainly helped. I am delighted to have such a fine executive committee–and look forward to working with them to represent the faculty of the state and to advocate for the needs of our students." Simpson, too, was gratified by the outcome, but was also somewhat surprised. "Winston is an institution in the Senate," he said. "He's a wonderful person and a great contributor, and I really wondered whether I could challenge him successfully. But I've worked closely with Linda for the past two years, and I'm glad the Plenary Body thinks we'll make a good team—I'm sure of it!"

The office of Secretary, now vacated by Collins, was hotly contested, and this time everybody was trickling. The candidates were Nancy Silva, from American River College, who was completing a two-year term as Area A Representative, and three new faces: Miki Mikolajczak, a past senate president and veteran of the recent wars at Saddleback; Ellen Ligons, four-term senate president

Ellen Ligons, Debra Landre, and Nancy Silva

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President's Message

Leadership in an Educational Environment

• *byBill Scroggins, President*

For as long as I can remember, there have been those who hold up the business world as an example of how our colleges should be run. The current emphasis on productivity, thinly disguised as accountability, is just the latest example. I submit that leadership in an educational environment is fundamentally different.

Any leader must have a good sense of the direction the organization needs to take, be it the academic senate, the college, or a business. As faculty leaders, we need a clear vision of what we would like to achieve on our watch. Unlike business, our bottom line is not monetary but rather the need to assure that our students achieve their full potential. Not that money isn't important–we need adequate resources to serve students well-it's just that the almighty dollar doesn't (or at least shouldn't) drive our decisions.

I know, your first reaction is that I'm dreaming. Our day-to-day experiences are so tied up with issues of resources that it seems this is all that matters to our leaders. That's my point exactly. In fact, in my visits to our colleges, it is clear that those who PUT STUDENTS FIRST–and have a strong organization built around that goal–are the most successful.

Whereas the business environment is competitive, education flourishes best in a climate of trust and collaboration–hence the term "collegiality." As educational leaders, that spirit must be one of our primary, if unstated, goals. By the way, one of those "leadership directions" I mentioned earlier, for my term in office, has been this very goal of building trust. I'm convinced the investment has paid many dividends. (Oops! I slipped into a business metaphor!)

Consider the three benefits of education to society: 1) the acquisition of skills and abilities that lead to earning a livable wage by the individual and provide a needed worker for the economy; 2) the personal and cultural enrichment of the individual that adds both to the enjoyment of life and to the advancement of civilization; and 3) the production of an educated citizenry that makes good decisions politically and participates vigorously in the community. Even the casual observer can detect that today's productivity movement focuses on #1.

So we must go beyond having a sense of direction rooted in serving students and beyond devoting ourselves to building a collegial environment. We must reclaim the high ground in defining what "success" in education really is. Accountable? Yes, I'm accountable. I'm accountable to my students every day to assure their learning. I'm accountable to my colleagues to deliver the curriculum we have designed to the standards we have set. And it is we who must hold ourselves accountable. If we don't, that external business model will surely be what we will face.

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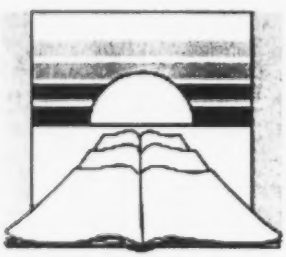

The Academic Senate for California Community Colleges
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Winston Butler, Los Angeles City College
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It isn't as if we don't know how to hold ourselves accountable. The mechanisms of program review, curriculum approval, and peer review have been part of our lexicon for many years. These are the underpinnings of that "strong organization" which I mentioned earlier as being built around the goal of serving students. Colleges with strong organizations use these reviews to create institutional plans that then drive budget decisions.

So simple; just two measures. Does the college have effective reviews of programs, curriculum, and peers based on the goal of student learning? Does the college use these reviews in a meaningful way to create plans that drive the allocation of resources? We even have the mechanism to assure the role of faculty: collegial consultation with the academic senate.

Thus I call on the educational leaders at our colleges–yes, that's you, too–to set a firm course for your achievements for the coming year, to maintain student learning as the touchstone of all you do, and to redouble your efforts to assure true accountability by being vigorous participants in review of your programs, courses, and peers and in the planning and budgeting process built on those reviews. Don't settle for anything less. You will profit greatly, as will your students. (There I go again, using those business terms!)

Affirmative Action Committee Breakout

• *by Affirmative Action and Cultural Diversity Committee Chair, Lina Chen*

The Affirmative Action and Cultural Diversity (AA/CD) Committee presented a breakout at the Spring Plenary Session on the Commitment to Diversity. The following information was disseminated: 1) the Community California College Commitment: Action Plan; 2) *Affirmative Action Regulations: Guidelines with Questions and Answers*; 3) Guidelines for Affirmative Action and Nondiscrimination.

The presenters were Lina Chen from Los Angeles Trade Technical College, (Chair of the AA/CD Committee), Beverly Shue, Los Angeles Harbor College, Virginia Romero, Cerritos College, Edith Conn, Ventura College and Gus Guichard, Vice Chancellor for Human Resources.

The breakout proved to be most informative and clarified concerns. One question raised was, "If all documents indicate the importance of availability data and its impact of hiring diversity, when can we expect this data to be available?" Some have indicated that affirmative action concerns do not need to be addressed because there is no viable data. Gus Guichard responded that there is a committee presently establishing the data and under consideration are several components such as workforce and college graduate availability. He predicts that this data will be available after the summer of 1999. The Plenary Body expressed the importance of this data by passing several resolutions requesting that the Chancellor's Office expedite this report (see Resolutions S99 3.03 and 3.07).

Business necessity was another item of concern. The question was asked regarding the legality of a person holding a position for four years under business necessity. Vice Chancellor Guichard indicated that a position could only be held for one year and then a letter must be sent to the Chancellor's Office requesting an extension under section 53001(c), but again, this extension can only be for one additional year and must have gone previously to the campus Affirmative Action Advisory Committee.

It was recommended that we create a compliance or accountability task force, in order to assist schools. Vice Chancellor Guichard indicated that the Chancellor has such a task force, but perhaps the campus Affirmative Action Committee could assist more directly. There are funds set aside for this purpose.

The Breakout attendees commented that there is a myth that affirmative action does not exist and questioned how can this be remedied? Vice Chancellor Guichard stated that the continuation of informative workshops, such as the one being presented today, will create more avenues to disseminate correct information about affirmative action and the importance of having a diverse faculty. With a commitment from the Academic Sen-

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"Landslides" from Page 1
from Pasadena City College; and Debra Landre, from San Joaquin Delta College, a past Treasurer of the Academic Senate and, for the last two years, President of the CCA/CTA.

The first round of voting produced a runoff between Silva and Ligons—and when the last vote was counted, Ellen Ligons became the new Secretary of the Academic Senate. Nancy Silva trickled, and found herself elected to a familiar position: Representative for Area A. Miki Mikolajczak trickled and was elected to the two-year Representative-at-large position vacated by Beverly Shue, and Debra Landre was elected to the remaining one year of Hoke Simpson's Representative-at-large slot. (The Academic Senate By-laws call for all officers to be elected for terms of one year and all other positions are two-years. The President is limited to two consecutive one-year terms.)

Barbara Sawyer

The fourth new face on the Executive Committee, complementing the addition of Ligons, Landre and Mikolajczak, is Barbara Sawyer, senate president from Diablo Valley College and, for the past two years, district senate president for the Contra Costa Community College District. Sawyer won the seat for Representative North.

Sawyer will replace Barbara Davis-Lyman, of Sacramento City College, who has chosen to retire from the Executive Committee at the end of her current term. Davis-Lyman has provided the Executive Committee with two years of outstanding service, and capped her career as this year's Elections Chair, presiding over one of the smoothest elections ever.

Other successful candidates were Beverly Shue, from Los Angeles Harbor College, and current president of the Los Angeles Community College District, who moved from Representative-at-large to Representative South; Mark Snowhite, senate president of Crafton Hills College, who was re-elected to the position of Area D Representative; and Dennis Smith, CFT chapter president at Sacramento City College, who ran unopposed for another term as Treasurer. When asked about serving another year on the Academic Senate Executive Committee, Smith responded, "Service to our community has been a value in my family for generations. Among my predecessors have been teachers, ministers, musicians, politicians, soldiers, builders, and more. I am proud to continue the tradition of community service. As faculty, we all have the opportunity to contribute to the future of those individuals who come to our classrooms. The value of that contribution cannot be overstated. However, I have come to understand that through our academic senates we can also shape the state and local academic policies and programs that make our work in the classroom possible. As I begin my second year as a member of the Executive Committee, I am excited and overjoyed with the opportunity to make a difference in the future of California's Community Colleges."

Beverly Shue, Mark Snowhite, and Dennis Smith

The final transition occurred outside of the electoral process, and that was President Bill Scroggins' assumption of the mantle of Immediate Past President, and the departure from that position of Janis Perry. Janis Perry has served on the Executive Committee for seven years, as Representative-at-large, Vice President, President, and Immediate Past President. She is truly one of the architects of today's Academic Senate, and her dedication and expertise will be sorely missed.

Rounding out the 1999-2000 Executive Committee are those members whose terms do not expire until Spring 2000: Edith Conn of Ventura College, Area C Representative; Ian Walton, Mission College, Area B Representative; Loretta Hernandez, Laney College, Representative North; and Lina Chen, Los Angeles Trade Technical College, Representative South.

OTHER SPRING SESSION HIGHLIGHTS

President Scroggins

Previous Executive Committee Member Richard Rose receives a resolution from the Plenary Body

Cathy Kennedy Keynote Speaker

Richard Rose and Arthur Boyd show off the Raider Gear

Hayward Award Winner Lynda Corbin

Vice President Candidates Hoke Simpson and Winston Butler

Past President Janis Perry, Winston Butler and previous Treasurer Lin Marelick

Linda Collins during a Breakout discussion

Candidates for President Linda Collins and Lee Haggerty during the Presidential Forum

Ian Walton and friends

BEST COPY AVAILABLE

The Treasures of Sacramento

• *by Dennis Smith, Treasurer*

Greetings from the Treasurer. At each plenary session I provide the delegates and attendees with a report of the financial activities and condition of the Academic Senate for California's Community Colleges. The scope of the financial reports is generally limited to quantitative facts about past cash flows, future obligations, current fund balances, and the cost value of the Senate's assets. These reports do not tell the entire story. The most valuable assets in the Senate's treasury are not included in the financial reports at all.

There are three lustrous jewels in our Sacramento Office whose value is immeasurable. These gems aren't rubies, emeralds, or diamonds. They are more precious. Our jewels are Julie Adams, Shelly Abe, and Suzanne Scheller. These women provide the answers to our questions when we ask them and the documents when we need them. They are essential to the success of the sessions, the institutes, the workshops, the committees, the legislative analysis, the publications, and everything else the Academic Senate does. More importantly, they provide the human warmth that local senate leaders need when you contact the Sacramento Office for assistance or information.

Have you telephoned the Sacramento Office of the Academic Senate lately? If so, Suzanne Scheller has either answered your question, dispatched your call to the appropriate person, or taken your message. In less than one year, Suzanne has become an integral member of the Sacramento Office team. We welcome Suzanne who joined us when we discontinued the services of our outside accountant and then promoted Shelly Abe to the position of administrative assistant.

Shelly is brilliant. She exemplifies everything that has always amazed us all about so many community college students. Shelly is a full-time student, a loving single parent of a beautiful daughter, and all the while, is an extremely capable, dependable, good-natured, office team member for the Academic Senate. My own Sacramento City College recognized Shelly as one of our Outstanding Women Students at her graduation in May. Well done Shelly!

Congratulations are also in order for Julie Adams. Julie, the Hope Diamond of the Sacramento gems, is being awarded a Bachelor of Science degree in Business Administration with a concentration in Human Resource Management from CSU Sacramento. She will be entering a graduate program in the fall. Julie is the energy, the intellect, the heart, and the leadership of the Sacramento Office team. If you've attended any Academic Senate session, institute, or workshop in recent years then you've seen Julie at work. What most don't see, however, is the incredible array of behind the scenes activities that Julie orchestrates every day in order to facilitate all the work that is done by the Academic Senate. To Julie's two teenaged children and her husband who share her with us, we are grateful. End of Treasurer's Report.

Learning Communities for Basic Skills Success

• *by Basic Skills Ad Hoc Committee Chair, Mark Snowhite*

Low rates of success among basic skills students continue to be a source of frustration at most community colleges. In terms of retention (drop-out rates) and persistence (rates at which students enroll in the following semester), community college students who take basic skills courses do not fare well. According to reports recently published by the Chancellor's Office in *The Fact Book* (March 1999), just under 25 percent of students who enrolled in a basic skills course during 1995-96 showed improvement by 1998, *improvement* being defined as successful completion of a higher level course in the same discipline area. This information is particularly vexing when we note that at least fifty per cent of our entering students are found to need basic skills instruction, according to the basic skills survey completed by the Academic Senate last year.

Undoubtedly, we must look at these numbers carefully before jumping to the conclusion that California's community college basic skills instruction fails its students. As Alexander W. Astin of UCLA has pointed out, a simple retention rate tells us more about how many severely under-prepared students an institution admits than it does about how well we design our programs and help our students learn (*Chronicle of Higher Education*, Sept. 1993). Nevertheless, some colleges have developed basic skills programs that have shown remarkable results in terms of raising retention and persistence rates, as well as eliciting expressions of student and faculty satisfaction, which remain respectable measures of success to most of us.

One such program was presented at the Basic Skills breakout at the Academic Senate's Spring Session in San Francisco in April. This exemplary program features a learning community approach.

San Jose City College's Gateway/Student Support Services provides underrepresented and under-prepared basic skills students with an integrated approach to math and English as well as counseling services. Charles Hunter, the program's developer and coordinator, explained that the program began in 1992 to strengthen basic skills instruction at San Jose City College. In 1993 the State Chancellor's Office designated this new program as the State model for retention, and provided a three-year grant for the program to continue and further develop. In 1996, San Jose City College applied for and received a Federal grant to expand the program from serving 80 students annually to serving 200. This grant has been extended for four more years and receives from the grant $194,000 annually.

With this funding, and a continuing commitment from the college, Hunter and his colleagues designed a program that provides self-identified underrepresented and under-prepared students with basic language, mathematics, and college readiness skills, including enhanced self-esteem and computer literacy. Students move to college-level courses according to a structured sequence. The success of the program results from the support of a variety of professionals working in a well integrated manner. The key features include block scheduling, in-class tutors, a designated academic and personal counselor, faculty who volunteer to teach in the program, a program aide, a guidance class, social get-togethers and cultural activities, regular review and changes to students' educational plans, and a monthly newsletter for the students in the program. Students in the program experience a strong sense of community and with that feeling comes mutual support. Support also takes the form of phone calls from peers to students with attendance irregularities or academic difficulties, study groups, motivational and informational speakers, in-class note takers, and E-mail correspondences with instructors.

Most of the elements in the San Jose City College program have been successful in other colleges. Puente programs develop a sense of community in much the same way as the Gateway program – with similarly impressive results. What it takes to establish such a program is clear enough: a faculty dedicated to student learning and eager to focus on the problems of underrepresented, under-prepared stu-

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Technology Everywhere

• *by Technology Committee Chair, Ian Walton*

Thanks to the fine work of the Technology Committee, the Academic Senate Office Staff, and many other committee colleagues, technology was everywhere at the 1999 Spring Session.

The most unusual and exciting event was the lunchtime general session that featured Secretary of Education, Gary Hart speaking to us by videoconference link and then engaging in a question and answer period. This proved to be an effective way of asking very specific questions of someone who would not normally attend the conference in person. Thanks are due to Pacific Bell for facilitating the event and to Jackie Siminitus, Linda Uhrenholt and Gary Fuson for making it all happen. The really exciting part, that was not apparent to delegates, was unexpected difficulty in maintaining the video link until just ten minutes before lunch.

This same videoconference setup permitted two additional breakout sessions in the ballroom. In the first session, Pacific Bell Education Advocate, Linda Uhrenholt, visited a variety of resource locations to show how educators could incorporate them in their classroom instruction. In the second session, Linda joined with Ann Koda of the @ONE Project to visit several community college sites that are actively using videoconferencing.

Technology was also the focus of several regular breakout sessions. Ian Walton, and Kathy O'Connor of the Technology Committee along with Beverly Shue of the Curriculum Committee guided participants through new advice to Curriculum Committees on the implementation of the changed Title 5 Regulations regarding instructor-student contact. At the Saturday session, delegates adopted the position paper *"Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Learning."*

Dennis Smith and Deborah Ludford led a discussion of joint senate / union issues in distance education and considered how to deal with many of the hot issues in technology by using both senate policies and collective bargaining contracts.

In an Educational Policies Committee breakout, Hoke Simpson, Elton Hall and Ian Walton presented a draft of the upcoming paper on *"Academic Freedom, Privacy, Copyright and Fair Use in a Technological World."* This area features a large, constantly changing set of issues that involve both senate and union perspectives. Attendees provided feedback on what they would like included in the paper.

Ric Matthews, San Diego Miramar College, presented an update on the current state of technology planning at the Chancellor's Office, including Technology II, Telecommunications Technology Infrastructure Program (TTIP) and Distance Education Technical Advisory Committee (DETAC), and provided a forum for faculty input to these ongoing planning efforts.

And of course, there was the now traditional selection of breakouts in the Technology Room:

Ann Koda, Catherine Ayers and Dan Mitchell from De Anza College described the current status of the @ONE faculty training project and showed material from two of the modules that they have recently developed: using E-mail and using websites to support instruction.

Kathy O'Connor and Susan Sargent of Santa Barbara City College demonstrated the material being developed by the Online Curriculum Resource Center project which will make curriculum and course development materials available statewide.

Marsha Chan of Mission College shared both her successes and tribulations in teaching ESL as an online course, and discussed the different ways technology can be used to enhance communication with students.

Jim Petromelli demonstrated materials developed by the San Mateo Community College District Center for Teaching and Learning and discussed the approach that they have taken to faculty training and development of web-based instructional materials.

Finally the technology room facilitated a session on web advising by the Counseling and Library Faculty Issues Committee.

Curriculum Committee Breakouts

• *by Curriculum Committe Chair, Beverly Shue*

"Curriculum 101" was the theme of the Curriculum Committee's breakout at the Spring Session that focused on writing up or revising course outlines using the process of aligning course objectives, student assignments, and evaluation criteria. This breakout featured Diane Glow, San Diego Miramar College, walking the participants through the steps of reorganizing the way course outlines are written. In fact, this process substitutes check-off boxes for linkages of course objectives, how the students will achieve the educational objectives, and how the students will be evaluated to determine if the objectives have been met. How difficult will it be to change an existing course outline? Diane used an Economics course to show how most of the statements from the current check-off box course outline forms can be applied to this linked format. The same process could apply to any course.

Participants also received a quick synopsis of what is available on the Academic Senate Website when Beverly Shue passed out a handout on how to access the Academic Senate's website and navigate to the curriculum section to search for sample course outlines in specific disciplines. This latter process involves choices beyond typing in the discipline and can provide for selecting information dealing with General Education and transferability of courses. The address is: www.academicsenate.cc.ca.us.

Bob Stafford, Luz Argyriou and Jane Sneed shared information on articulation and transfer issues related to curriculum, challenges in the operation of the curriculum committee, and issues in transitional education and basic skills. These presenters will be available as resources when the Curriculum Institute is held on July 28, 29, and 30th at the Disneyland Pacifica Hotel. The emphasis of the Curriculum Institute will be on getting the job of writing and revising course outlines done and curriculum committees getting the course approval curriculum process.

State Committees

Have you ever wanted to participate on a state-level committee? Have you thought about how you can impact state policy? The Academic Senate for California Community Colleges is in the process of selecting faculty to serve on standing committees, Chancellor's Office advisory commitees and task forces, and various other liaison committees. Contact the Senate Office at (916) 445-4753 for an application to serve or visit our website at: http://www.academicsenate.cc.ca.us/Senate/Forms/nomination.pdf

"Basic Skills" from Page 7

dents; institutional support for innovative programs designed for basic skills students; and funding sufficient for establishing effective programs.

We have an abundance of dedicated, well-prepared faculty eager to help basic skills students succeed in greater numbers. Most of our institutions support our efforts to increase student success as their primary mission (according to their respective mission statements). But we must push harder for the necessary funding to establish learning community programs such as San Jose City College's Gateway program on more of our campuses. It is important for State and Federal grants to pay for the development of model programs. It also seems reasonable that when these programs have proven successful, State and Federal funds should be provided so that successful model programs are replicated. Otherwise there is little to gain from the models.

Improving Major Preparation for Transfer

• by Bill Scroggins, President

The Intersegmental Committee of Academic Senates (ICAS) has been working for the last two years on a project to improve the lower division major preparation of students transferring to UC and CSU. The collaboration of the UC, CSU, and community colleges academic senates in ICAS has created a fledgling project called the Intersegmental Major Preparation Articulated Curriculum (IMPAC) based on the principle that direct, face-to-face meetings of discipline faculty are the best means of increasing articulation.

The IMPAC strategy consists of several steps. First, a representative group of UC, CSU, and community college faculty are brought together at a state-level meeting. These state meetings are planned to be in clusters of related disciplines. A pilot meeting was held in April for the "Science I" cluster: biology, chemistry, engineering, mathematics, and physics, facilitated by articulation officers through California Intersegmental Articulation Council (CIAC). The goal is to describe a set of courses that would typically be required for transfer major preparation and then to write paragraph-level descriptions of these courses. Part of the meeting is devoted to just faculty in a given discipline and part to cross-discipline discussion of "service courses" such as algebra/trigonometry-based physics for biology majors. IMPAC is coordinating with the California Articulation Number (CAN) project to assure that these course descriptions can meet the intent of both IMPAC and CAN (cansystem.org). ICAS is also coordinating the work of the IMPAC project with ASSIST (www.assist.org), the official repository of articulation in the state. To take a look at the preliminary IMPAC work plan and some of the results of the April meeting, visit

www.curriculum.cc.ca.us/IMPAC/system.htm.

Following the IMPAC plan, the major preparation course lists and descriptions will next be sent to UC and CSU departments for discussion and comment followed by regional intersegmental meetings, again by clusters of disciplines. The Science I Cluster regional meetings are being planned for this fall and winter in four areas: North, Central, Metro Los Angeles/Orange, and South. Faculty at these meetings will refine the course lists and descriptions and do their best to articulate existing courses to this model.

It is a central feature of IMPAC that not all UC and CSU departments are expected to follow the IMPAC curriculum to the letter. The baccalaureate degree should and must remain in the control of departmental faculty at UC and CSU. While the goal is to encourage movement toward a unified major preparation curriculum, if, for example, UC Davis physicists require an extra course beyond the core plan, so be it. IMPAC will include notations reflecting such variations from the basic course lists. That flexibility is a must and should not detract from the gains to be made by the project. Just imagine the beauty of being able to tell our transfer students which courses to take to prepare for a major in biological sciences at any UC or CSU–with only a handful of variations from campus to campus!

The IMPAC project is moving forward with the support of a $550,000 allocation in next year's budget. Your Academic Senate is playing a major role in this work. Stay tuned!

"Affirmative" from Page 3

ate Affirmative Action and Cultural Diversity Committee and the Chancellor's Office working together, the Vice Chancellor believes affirmative action and diversity can be accomplished by creating an educational environment that is supportive, inviting and embracing diversity.

Bill Scroggins commented that, "affirmative action are words on paper; we need to now put action behind the words."

Distance Learning in California Community Colleges

• *by Publications Committee Member, Carolyn Seefer*

The Academic Senate for California Community Colleges held its 31st Spring Plenary Session in San Francisco on April 15-17. Many breakout sessions dealt with the topic of distance learning. It is clear that this is a critical area that must be given high priority. Following is a summary of some of the sessions dealing with this very important topic.

"@ONE — Using E-mail and the Web: Training Courses for Your Campus"; presented by Ian Walton, Roberta Baber, Ann Koda, and Dan Mitchell: @ONE is an online network created by and for California community college educators. The @ONE website (http://one.fhda.edu/) offers a location where faculty can share experiences, share resources, search related news stories, obtain training, and find out how technology can be used to enrich learning.

The Academic Senate and @ONE conducted a Technology Summer Training Institute at CSU, Monterey Bay, June 13-18, 1999. Visit http://www.academicsenate.cc.ca.us/TechInstitute/thedaily.html for highlights of the Institute.

"Academic Freedom, Privacy, Copyright, and Fair Use in a Technological World"; presented by Janis Perry, Elton Hall, Hoke Simpson, and Ian Walton: The Educational Policies Committee has drafted a paper entitled "Academic Freedom, Privacy, Copyright, and Fair Use in a Technological World." This is an issue that is being hotly debated on many campuses around the state. The paper is currently a work-in-progress, and we should be hearing more about it soon.

How are your campuses handling intellectual property/copyright of online courses? Who owns the courses? Do developing instructors have first right of refusal? These questions were all discussed and should continue to be discussed on your campuses.

"Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Learning"; presented by Ian Walton, Kathy O'Connor, and Beverly Shue: The Technology and the Curriculum Committees of the Academic Senate jointly prepared this paper which presents recommendations on how local curriculum committees should implement the new instructor-student contact regulations. These revised Title 5 Regulations (Section 55376) were adopted by the Board of Governors in July 1998. They read:

> *...district governing boards shall ensure that:*
>
> *(a) All approved courses offered as distance education shall include* ***regular effective contact*** *between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study session, field trips, library workshops, telephone contact, correspondence,* ***voice mail, e-mail, or other activities.***
>
> *(b) All distance education courses shall be delivered consistent with other guidelines issued by the Chancellor pursuant to Section 409 of the Procedures and Standing Orders of the Board of Governors.* ***Regular effective contact is an academic and professional matter*** *pursuant to Title 5, Section 53200.*

What this means in plain English is that college Curriculum Committees do not have to require that distance learning courses include any face-to-face meetings on campus, even if the course is transferable. Instead, as instructors we must be able to show our Curriculum Committees how we will ensure regular effective contact with our students. This paper, which was up for adoption during the session, gives instructors suggestions for how this can be accomplished.

"Distance Education and Other Senate/Union Joint Issues"; presented by Dennis Smith and Deborah Ludford: This session focused on the fact that many of the issues related to distance learning are clearly joint senate/union issues. It was also clear from this discussion that colleges all over the state are struggling with these

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issues. The "hot" issues seem to be:

1. class size (some colleges have 20-30 class size maximums for online courses);
2. load/compensation;
3. intellectual property/copyright;
4. technical support (for faculty and students);
5. accessibility;
6. privacy;
7. reassigned time (some colleges are using TTIP money to fund; some colleges offer 20 percent+ reassigned time for online course development);
8. instructor training;
9. course suitability for online delivery;
10. integrity/quality of course/instruction;
11. preparation time;
12. accessibility to student services for online students;
13. effective instructor-student contact (this is where quality is protected); and
14. contracting out

The presenters strongly recommended that all colleges form a joint technology committee with senate representatives, union representatives, and administration to discuss and decide upon these issues. They said it is imperative that each campus have language/policy concerning distance learning and that the senate and union must be together on these issues or "everyone loses."

The overall impression following these breakout sessions is that almost all California community colleges are interested in offering online courses, but few have put any policy into effect. Without these policies, many campuses are handling these issues on a case-by-case basis; faculty are forced to "make deals" with management, and this is unacceptable.

Faculty on all campuses need a mechanism whereby they can share their ideas about policy. It has also been suggested that the statewide Academic Senate write up guidelines for individual colleges to use.

Have any policies been implemented on your campus that you would like to share? If so, please forward them to *The Rostrum*. Working together, we can take the California Community Colleges into the 21st Century.

SAVE THE DATE

Area Meetings
October 15 - 16, 1999

Contact your Area Representatives for Area Meeting locations

Area A
Nancy Silva
America River College
(916) 484-8338

Area B
Ian Walton
Mission College
(408) 988-2200 x3421

Area C
Edith Conn
Ventura College
(805) 654-6400 x1335

Area D
Mark Snowhite
Crafton Hills College
(909) 389-3334

The 1999 Fall Plenary Session will be held at the Los Angeles Westin November 4 - 6, 1999

October 1999

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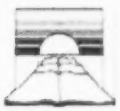
SenateRostrum



The Newsletter of the Academic Senate for California Community Colleges

No Accounting for Partnership

• *by Linda Collins*

Now in its second year, the Partnership for Excellence program continues to generate considerable controversy. In some districts collegial and collaborative approaches have worked to direct funds to much needed improvements in instruction and student services that address the five areas for increased student outcomes. However, in other districts, faculty report that Partnership funds have not even made it to the colleges, much less to the students.

The Partnership for Excellence is an "accountability program" with no fiscal accountability. The program was sold to the Legislature and the Governor's Office as a means for infusing additional money into the system in exchange for systemwide improvement on several quantifiable "student outcomes" measures. However, there are no real guidelines, and only minimal reporting requirements for the actual expenditures of dollars. As a result many districts are not using the money to meet Partnership goals.

Make no mistake: there is a real danger to our system here. The Chancellor has committed us to a course of action, failing which we will go to district-specific performance based funding, an "outcome" which, even the Chancellor's Office admits, would be disastrous. If the Partnership goals can be met within a framework of academic integrity, then new money is going to have to be expended in pursuit of those goals. In fact, on at least two of them, our prospects for success are dismal; both numbers of transfers and basic skills indicators are down after the first year of Partnership. And, if we fail, who will be blamed? We cannot afford a cavalier attitude toward the expenditure of Partnership dollars. Yet that is what we're finding.

Reviewing expenditures reported by their districts, faculty find that in many cases, districts are reporting already allocated expenses as Partnership investments. Thus, replacement positions for retiring faculty, ongoing transfer initiatives or basic skills programs, and other routine college operations already funded in the district budget are being reported as Partnership expenditures. While technically not prohibited, these supplanted expenditures do not represent increased or enhanced services to students and will not move the system toward the increased goal attainment required in the legislation.

And, apparently, anything goes. Paying down deficits, paying off Certificates of Participation (COPS), relocation of portables, building new fences around the

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Planning and Budget: The Wisdom of Title 5

• *by Hoke Simpson, Vice President*

A recent experience on one of our California community college campuses points up the assumption among many administrators that faculty have little to contribute to planning and budget processes. Unfortunately, these are areas from which faculty have often been locked out in the past, but in which they in fact have vital interests.

The campus in question here—whose name shall be withheld—is engaged in a radical restructuring of its planning and budget processes. In a memo from the administration, department chairs were directed to participate in what was identified as a "pilot" of one aspect of the new structure. The senate objected that such a pilot was premature, citing Title 5, §53200.c.10, which requires consultation with the senates on planning and budget processes. In this particular district, collegial consultation on these issues takes the form of reaching mutual agreement. The consensus of the senate was that the new procedures were insufficiently developed to be piloted yet and, as there was thus no mutual

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President's Message

Teaching: A Call for Renewal and Rededication

The community colleges represent the best hope for legions of Californians whose economic fortunes and personal efficacy will rest on their ability to secure ever-increasing levels of sophistication with regard to processing information and applying critical judgment in their work and everyday lives. Beyond that, the community colleges are the space for literate public discourse in a multiplicity of communities across the state. The close of the century presents an opportunity for reflection on the state of the community colleges. As we reflect, we cannot but help register concern, even as we turn hopefully toward the future.

At our Fall 1998 Plenary Session, the adopted paper entitled *The Future of California Community Colleges: A Faculty Perspective* (available on our website, www.academicsenate.cc.ca.us). In the paper, the Academic Senate committed itself to a vision of the colleges as teaching institutions *par excellence*. Re-embracing our teaching mission means re-embracing the teaching profession, broadly defined, and dedicating ourselves to a higher level of professional service to our students.

To accomplish those aims, we need to rebuild. Our institutions and our profession are both in need of repair. The largest system of higher education in the nation emerges from this decade among the most underfunded per student. It is staffed by a growing number of part time, adjunct faculty who do not enjoy the protections of due process or tenure. Full-time faculty teach higher loads to larger classes than in the rest of the nation, (2005 Task Force Report) and carry increasing responsibilities for institutional maintenance as the part-time ranks swell. The system is under attack by a growing number of outside commissions and special bodies who pronounce it inept or dysfunctional, and the system is expected to expand its activities to include welfare reform and economic development. Our colleges are misunderstood by many who see the transfer mission to the exclusion of serving the vast majority of our students who visit us to shore up their job qualifications, attain a certificate in a particular vocational area, or catch up on educational needs unmet at earlier times in their lives. The rehabilitation of our institutions will require leaders whose starting point is pride in our accomplishments, and who build on that pride to inspire confidence in the public, support in the Legislature, and ongoing aspiration for excellence in the colleges themselves.

Our profession, too, is in need of rehabilitation. If we are to replace the mushrooming retirements and expand as well as diversify our ranks to meet the demands of "Tidal Wave II," we will need to attend to teaching as a profession. If we are to draw more people into the profession to serve the coming generations of Californians, both the spirit and the reality of an honored profession must be established. Norton Grubb of UC Berkeley, in his book *Honored but Invisible: An Inside Look at Teaching in Community Colleges* (New York: Routledge, 1999), notes that while the community colleges were established as teaching colleges, in too many cases there is not much there for teachers. Based

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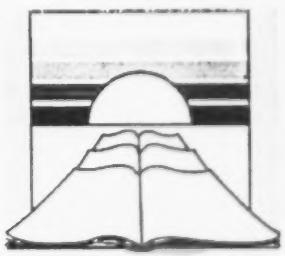

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on extensive interviews and classroom observations in community colleges (primarily but not only in California) Grubb concludes that institutional support for teaching is absent in the majority of community colleges.

AB1725 envisioned the basis of faculty expertise as twofold: their knowledge as discipline experts and their experience as classroom teachers. While the reform legislation noted that community college faculty were no less in need of intellectual nourishment than their four-year partners, that vision of professional development opportunities for faculty remains stalled. The ongoing increases in professional development funds never materialized and have remained woefully low since the inception of the fund in the late 1980's. With barely enough to cover a conference here or there, little attention has been focused, in recent years, on funding the needs of instructors to maintain currency in their disciplines or recency in occupational developments and technologies. Little material support has been available to encourage vibrancy and creativity in curriculum and program design or to enable faculty to be well-schooled in pedagogy and the arts of teaching. Without ongoing resources—and time—for academic renewal and opportunities for engaged dialogue and communities of practice centered on teaching, faculty efforts to improve instruction and related services tend to remain episodic and individual, rather than sustained and systemic.

Funds alone, however, will not do the job. We, as faculty, must take the initiative and let ourselves believe, as perhaps we once did when our careers began, that teaching is not an isolated activity, to be mastered through a process of trial and error. We must commit ourselves to the view that to teach is to belong to a community whose members share a common purpose and where there is an ongoing concern with mutual support in the improvement of instruction and related support services. Only if we create a culture of teaching excellence will increased funding make a difference in the quality of what we do.

As Grubb points out, in all too many colleges, where the culture of instructional improvement is absent, the flexible calendar days envisioned in AB1725 have devolved into mandatory flex days involving meaningless and tedious group sermons on the need to produce more with less or harangues by outside consultants on yet some new project which denigrates teaching. Faculty are frequently told to experiment with new approaches to pedagogy and student learning, but, according to Grubb, are rarely supported when these new approaches require more resources. Creating communities of learners in blocked classes, team teaching in interdisciplinary contexts, case management approaches to counseling and student services linked more directly to instruction, more time on task and reading and writing across the curriculum, greater student-faculty interaction—all have been linked to enhanced student achievement and satisfaction in the educational literature. But these have in common an increased resource base—more hours of faculty time with fewer students in richer educational contexts.

It is critical that we take advantage of the current opportunities to advocate for the best educational practices. That advocacy must be at both the local and statewide level. Local academic senates have the tools to insist upon the role of informed educational expertise in planning and budgeting processes, in educational program development, program review, and approaches to student preparation and success. Academic senates are responsible for policies and processes for hiring new faculty and for curriculum development and approval processes. Rebuilding our profession means taking hold of these tools to forge better approaches, honed to the diverse educational needs of students and the communities we serve. It means rediscovering the impetus for teaching, that passion that drew us into our fields and convinced us to make the community colleges our institutional homes.

At the state level, the recent establishment of the Joint Committee to Review the Master Plan for Education, including K-12 as well as higher education, provides an opportunity for faculty to articulate a vision of community college education re-centered on our teaching mission and organized to ensure that excellent teaching is the institutional priority of each college and the system as a whole. Moreover, the recent economic recovery provides the possibility of more funding for public education and a window of opportunity to restore and to improve our colleges.

Faculty can take a leadership role in raising the issues and concerns regarding the direction of our colleges. Our concerns are those of our students and of the state as a whole. How can we foster humane and effective education for our students? Engaged teaching requires engaged advocacy—at both the college and the state level. The community college movement in California has been about noble ends. It's up to each of us to ensure that movement—and its bright promise of a democratic future for ever more Californians—is kept alive and vibrant.

Technology for Teaching Institute

• *by Ian Walton, Institute Co-Coordinator*

The Academic Senate for California Community Colleges and the @ONE Training Project co-sponsored the second annual Technology for Teaching Institute June 13 through 18, 1999 at California State University, Monterey Bay. Over 90 participants from all around the state formed a cohesive and enthusiastic group under the leadership of co-coordinators Ric Matthews and Ian Walton and the masterful organization of Julie Adams.

Unlike the previous year when some participants attended only a three-day portion, this year everyone attended an intensive five-day track. Many participants reported that this format provided a more coherent experience and fostered a better feeling of group participation.

Participants pre-enrolled for one of five different tracks, described as follows:

Beginning Track: to create an adequate comfort level with the use of the basic office suite for instruction, including an introduction to web pages.

Multimedia Track: to enhance campus and online instruction by adding audio and video to course material.

Trainer Track: to establish a statewide network of campus resource people with common technology skills and approaches.

On-line Track: to learn the skills necessary to establish and conduct online courses using various course management tools.

Web Supplement Track: to create a website that enhances and enriches existing courses by putting course material online.

Each day opened with a general session, including one lively encounter with the upcoming Microsoft Office 2000 release. The general session was followed by one morning and two afternoon hands-on workshop sessions. An open lab was available for evening work for those who just couldn't get enough. The final general session featured an exciting "show and tell" to demonstrate work from each track. There was also a daily online news bulletin, much of which can still be viewed on the Academic Senate website at: http://

www.academicsenate.cc.ca.us/TechInstitute/thedaily.html

The location, facilities and staff at Monterey Bay continued to be excellent. Most participants stayed in the campus dormitories, ate in the cafeteria and enoyed an assortment of evening extracurricular activities together, including volleyball, movies, dancing and Celtic music. The hands-on labs provided a comfortable learning and teaching environment. As in the previous year, faculty consisted of volunteers from the Academic Senate and from the @ONE Project.

Planning is already under way for a similar Technology Institute in June 2000. It will again be held at CSU Monterey Bay from June 4 through 9, so watch for registration information in early spring, and set aside some of your academic senate or staff development funds in order to attend.

Online Track attendees get one-on-one instruction

Institute attendees enjoy an evening of singing

Beginning Track attendees work together on posting web-based course outline

Beginning Track attendees busy at work

Ian Walton takes time out from Web Supplement Track to pose

Past President Bill Scroggins honored at the Technology Institute with the golden apple award

Web Supplememt Track attendees get help from Bill Scroggins

Instutitue attendees take a break

Institute attendees enjoy sharing a meal

Multimedia Track attendees during hands-on instruction

Online Track attendee deep in thought

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AB 420: A Shaky Beginning, or a Dismal Conclusion?

• *by Linda Collins, President*

While many issues regarding the use of part-time faculty need attention, the funding of office hours is among the most pressing. Students have the right to expect access to their professors, regardless of the employment status of the person assigned to teach the particular course section in which they enroll. Assembly Bill 420 (Wildman), recently signed by Governor Davis, addresses that need. Now faculty who teach even one course are eligible for reimbursement for holding office hours. But, this is locally negotiable. Similarly, while health benefits for part-time faculty are now addressed and extended in the legislation, these, too, are to be locally bargained. Without a significant infusion of funds to make the legislation possible, health benefits will remain a chimera for many.

As passed, AB 420 addresses significant issues, but is a shadow of its original self. The initial bill was more sweeping; it aimed to address the systemic inequities of part-time faculty employment through instituting seniority in rehiring preferences and pro rata pay, along with benefits and office hours. The bill was sponsored and/or supported by all major faculty groups including the unions (CCA/CTA, CCC/CFT, and the independents), the Faculty Association of California Community Colleges, and the California Part-time Faculty Association. The Academic Senate endorsed the educational concepts embodied in the bill at the Spring 1999 Plenary Session. The bill engendered a firestorm of opposition from administrative groups, most particularly the Community College League of California (representing the trustees and CEOs) and other administrative organizations. The Chancellor and the Board of Governors initially took an "opposed" position, though softened that to "neutral" when the employment provisions related to rehiring and equal pay were removed from the bill. The final version of the bill requires the California Post Secondary Education Commission to conduct an extensive study of part-time faculty employment in the community colleges and report its findings to the Legislature by late Spring 2000.

In the meantime, the Chancellor and League both indicate that instituting rolling contracts is an option they want to explore. Such rollover contracts, where part-time faculty are hired on a two- or three-year basis, could provide some employment stability, but at the risk of undermining rather than extending tenure, and institutionalizing a second tier of academic employees whose employment conditions keep them vulnerable to fears of retaliation. This is what our leaders are proposing as an alternative to the move toward pro rata pay originally in AB 420. Far from shoring up our institutions and our profession, such approaches would further fracture our teaching community. Rather than improving the educational climate, such approaches further jeopardize the right of students to an educational environment of open academic inquiry and sound professional assessment of their work.

A far sounder educational approach would be to reach the 75/25 ratio of full- to part-time faculty (as a percent of instruction) at all of our colleges, while improving the overall professional conditions of part-time faculty, would be a far sounder educational approach.

Student Leadership Institute

• *by Nancy Silva*

CalSACC, CCCSAA, CCLC, and the Academic Senate all collaborated this year to sponsor the first Student Leadership Institute, held at CSU Monterey Bay on June 6 - 9, 1999. The Institute was designed to include general sessions and facilitated small group breakouts. Topics for discussion included time management, leadership styles, ethics, team building, dealing with conflict, the role of the student on college committees, and building relationships. Students enjoyed the information given at sessions as well as the ability to network and talk to other student leaders from around the state.

Student participants agreed that the Institute provided valuable information to new student senate leaders. A second Student Leadership Institute is being planned for June 5 - 8, 2000.

Developing California's Plan for Perkins III

• *by Dennis Smith, Treasurer*

Development of the State's plan for the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) got underway in August when members of the Field Review Committee met in Sacramento for an orientation to key issues. The committee included six faculty members representing the Academic Senate: Jim Casteau, Larry Dutto, Loretta Hernandez, Ellen Ligons, Diana Paque, and Dennis Smith. Acting as project monitor is the Policy Analysis for California Education (PACE), under the co-direction of former California Community College Chancellor Gerald Hayward. Several distinguished speakers provided an overview of important provisions of Perkins III and suggested essential principles to include in the State's plan for its implementation.

Chancellor Thomas Nussbaum was on hand to welcome participants and highlight the value of the community college's role in career education. Former Chancellor Hayward followed by stressing the importance of serving the best interests of students who expect us to provide pathways to a desirable career. He indicated that another goal is to maximize our use of federal dollars according to Perkins III criteria.

David Stern, Director of the National Center for Research in Vocational Education (NCRVE), at UC Berkeley, stated the importance of keeping career options of our students open – both during and after high school. Perkins III contains provisions designed to accomplish this objective including criteria that prescribe outcome-based funding for accountability; articulation between K-12 and post-secondary institutions; and integration among developmental, occupational, and general education programs. Stern identified other criteria in the areas of external integration with the regional employers' community and internal integration of academic and career counseling.

W. Norton Grubb, also from UC Berkeley's NCRVE, focused on improving post-secondary occupational education through integration of academic, developmental, and occupational education – three areas that in many institutions remain separate from one another.

Grubb shared with the committee his five principles for successful occupational education programs: (1) having a sense of the local labor market, (2) using appropriate curriculum and pedagogy, (3) providing resources and destinations for students, (4) providing ancillary services for students, such as child care, tutoring, and learning resource centers, and (5) creating an institutional self awareness for continuous quality improvement.

Finally, Gary Hoachlander, President of MPR Associates and author of *Toward a New Framework of Industrial Programs for Vocational Education*, focused on outcome-based funding components of Perkins III. He discussed the need for building local capacity for using data, not just reporting it, and the need to link accountability systems to program improvement in curriculum, instruction, and student services.

The new law has the look and feel of an expanded and more sophisticated federal version of the California Community Colleges' Partnership for Excellence fund. States and eligible recipients will begin using 1999-2000 baseline data to establish "performance targets" and will thereafter receive "rewards and sanctions" based on outcomes relative to those targets.

Perkins III and the state's implementation plan will have a significant effect on funding for all programs in community colleges for years to come. You can learn how this act will affect your college by attending the fall session breakouts designed to give you more detailed information.

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track, fixing the pool and expanding to neighboring military bases are among the actual expenditures faculty are reporting for Partnership funds. How these projects will contribute to enhanced student success is evidently immaterial. In some districts, "flexibility" and "local control" have become proxies for "whatever the CEO wants." Such outright flaunting of the Legislature's intentions to foster student success breeds cynicism. In these districts faculty are enjoined to improve student outcomes without being given new tools or resources with which to do so.

The emphasis on outcomes, or ends, in the Partnership program, without a corresponding attention to the means, represents a real threat to academic integrity. For the program is sure to translate into pressures to "make goal," but without the accompanying investments of time and funds, the only sure way to increase student achievement rates is to "play the numbers game."

In September, Chancellor Nussbaum requested that each district estimate the share of increase each college could expect to contribute on each measure by 2005; districts were asked to report on their local goals by November 17, 1999. Districts have been asked to estimate whether their progress on each goal could be expected to be **"Slow at first, but then more rapid," "Same each year," or "gradually increasing."** No guidance or technical assistance was provided as to how to estimate this potential progress, and the districts were instructed to pretend that **full** funding of Partnership as well as growth and COLA would be provided. No matter that these assumptions have already proven unfounded given this year's budget. The Chancellor did not discuss the move to establish local goals with the Consultation Council prior to issuing the letter. Previous recommendations of consultation and the work of the task force on contingent funding were not reflected in the wording of the request. The instructions included no language to indicate that the targets should represent real, value-added gains in student preparation and achievement. The instructions did not suggest safeguards against playing with numbers, inflation of grades or reduction of academic rigor, the generation of meaningless certificates or reduced degree requirements, or the changing of administrative counting practices to achieve cosmetic numerical increases. The letter did not mention that bringing **all** students up to a comparable level of achievement should be a priority in this year of the Board's declared commitment to diversity. The letter did not issue warnings about shifting student demographics or the recruitment of already more prepared students to make the district or college appear more successful. There was no recommendation that colleges should carefully consider their commitment to the overall mission, their curriculum balance, and their mix of programs. The only stated concern was making goal, using already questionable assumptions.

Faculty are not the only ones concerned about the implementation of Partnership. Many local administrators—CIOs, deans, institutional researchers— have registered concerns as well; some have been very vocal in the current task force on contingent funding. Recently, a chancellor at a large district wrote Chancellor Nussbaum of his concerns regarding the lack of "bottom-up" involvement in the setting of goals and the potential for demoralization and cynicism in the current approach. Members of the Board of Governors have also expressed concern over the lack of monitoring and the continued implementation controversies. Board members asked questions in their most recent meeting, and many appear genuinely concerned about the issue of fiscal accountability.

Until recently, efforts on the part of the Academic Senate for California Community Colleges to get the attention of the Chancellor's Office on this issue had been largely dismissed. We have been told that after all, the first year of funding came late, and there was pent-up demand given the leanness of our allocations in the last decades. When pressed, members of the Chancellor's Office have asserted that the program is an investment strategy, designed to increase the funds for the overall system in exchange for increases in student outcomes. Examination of Partnership budget language reveals the weakness. While there is clear legislative intent that money should be directed to educational programs and services to enhance students' educational experience, no categorical imperative instructs districts to actually so direct the money. As an argument, "not technically breaking the law" might work in court, but it hardly bodes well for the integrity of our system. It is certainly not a student-centered response. Nor will it move us collectively toward the goal attainment necessary to forestall the move to contingent funding based on college performance

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after the third year of Partnership funds.

While the Partnership budget language leaves room for debate, Title 5 language does not. Processes for institutional planning and budget development, as well as standards and policies for student preparation and success, are matters under the purview of the local academic senate. Thus, districts that do not follow existing processes or engage in collegial consultation regarding Partnership processes are in violation of Title 5. Students and staff also have the right to effective participation (by Title 5) in the decision-making process with regard to Partnership.

Local senates have reported numerous potential Title 5 violations to the Academic Senate. In a September 9 responses to the Contra Costa District Academic Senate's report of infractions, Chancellor Nussbaum stated that districts may act contrary to the recommendation of the senate, or without mutual agreement, "only after a good faith effort . . ." to consult with the senate on the part of the district. Yet, in many cases, local CEOs appear to be acting without any consultation at all, citing the need to act in the summer or the urgency of district obligations, or they simply remain silent in the face of faculty entreaties for consultation. Even where consultation has occurred, it appears many district administrations have taken sizable shares off the top of the Partnership allocation prior to consultation and distribution to the colleges.

The Academic Senate has asked for local senate sign-off on the plans and reports for Partnership to verify that appropriate consultation processes have been followed. If we are to work together and forestall contingent funding, this mechanism can serve to bring the necessary parties together and generate "buy-in." Districts doing things "right" should have no problem with this requirement, and those having difficulty can be identified for assistance. Upcoming meetings in consultation and with the CEO group are scheduled to address concerns. We have succeeded in getting the Chancellor and the system's attention. We hope that ways to work out the problems are possible.

The Academic Senate has challenged the Chancellor's Office to fulfill its obligation for compliance monitoring. If this is to be the system's accountability program, then the Chancellor's Office must be accountable as well for the implementation of the program which it designed and which it passed over the continued objections of many faculty and staff in the system. The reputation of the system is at stake—we must not shortchange students by encouraging districts to make progress on the indicators on the cheap.

But we have to help. Chancellor Nussbaum has asked for specifics. So if you have a specific problem with the way the Partnership processes have been handled in your district, please write to us immediately and let us know your concerns. If you believe Title 5 violations have occurred regarding consultation on processes for Partnership, you can write directly to the Chancellor and copy the Academic Senate. **In either case, please act immediately.**

Exemplary Awards to Outstanding Programs

• *by Mark Snowhite, Chair, Standards and Practices*

At its September meeting, the Board of Governors honored six programs from community colleges across the State. These programs were submitted as exceptional by local senates to the Academic Senate and ranked by a selection of readers representing community college faculty, students, and administrators.

American River College's Beacon-Peer-Assisted Learning Program and Foothill College's Pass the Torch program garnered the two $4000 cash prizes as the two highest ranking programs. Honors also went to the next four highest ranking programs: Crafton Hills College's EMT-Paramedic Program, Cuya-maca's Success program, San Mateo's Accelerated Training Program, and Santa Barbara City College's Study Abroad program.

The Board of Governors established the annual Exemplary Award in 1991 to recognize outstanding programs in the state's public community colleges. This year's awards were funded by the Foundation for California Community Colleges.

For more information about each of this year's winning programs, visit the Academic Senate website at:

(www.academicsenate.cc.ca.us)

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agreement, the senate officers requested a delay. Upon receipt of the senate's response, the vice president for instruction sent the following E-mail to a senate officer:

> "As far as the senate and 'mutual agreement': The senate has good representation on the Planning and Budget Committee, including co-chairing the group, and I think that they should be the ones to carry the senate's position on the process to the Planning and Budget Committee and express their views through the voting process there....not in a forum [i.e., the senate] where those with less information and background disagree on a matter that affects CSEA, the Classified Senate, the Supervisory / Confidential group, and the Administrators' Association. I see curriculum and program review as clearly an academic senate responsibility, but not being the body who allows or disallows a process to proceed that has a broader impact on a broader body of individuals. It would not be fair for one cohort on campus to have the veto power over the whole institution."

The first part of this E-mail is interesting because it points up the crucial significance of the "collegial consultation" requirement in Title 5. The second part raises the question of why planning and budget processes are considered academic and professional matters in the first place.

Note first, then, the vice president's suggestion that the senate position should be expressed through the votes of its members on the Planning and Budget Committee. The vice president is correct that the senate has "good representation" on the committee: in addition to the co-chair, there are three other senators. But there are also 22 other non-senate members on the committee, giving the senate representatives less than 20% of the vote on any issue. On the other hand, there are eleven administrators on the committee—almost 50% of the vote!

Could the need for collegial consultation be any clearer? If the senate voice on academic and professional issues were restricted to its votes on the committee, the faculty's expertise could be systematically ignored in favor of the opinions of those farther from the classroom.

Another interesting assumption in this first part of the vice president's response is that the committee's members will be better informed than the senate on the matters it treats. The wisdom of Title 5 lies in its recognition that this is not the case when those matters are academic and professional in nature.

The second part of the E-mail challenges the conclusion of the Board of Governors that planning and budget processes are indeed academic and professional matters. Is the vice president right? Should the nature of these processes be determined by the majority vote of campus "cohorts" or interest groups, whatever their proportional representation on the committee? Doesn't the classified staff know best what sorts of processes will best enable them to do their jobs, and similarly for the other "cohorts" named by the vice president? At the very least, shouldn't budget and planning processes be the product of mutual agreement among all campus groups?

In response to the last question, it should be noted that senate endorsement of a process is not a guarantee that the process will be instituted; it is rather that the absence of senate endorsement guarantees that the new process will not go forward.[1] One would certainly expect that all affected campus constituencies would have input into the development of new planning and budget processes and that their views would be given reasonable consideration, as is indeed mandated by Title 5.[2]

Why, though, should the senate have "veto power" over proposed "processes for institutional planning and budget development?"—which is to ask, again, why these should be considered academic and professional matters. The answer, of course, lies in the kind of institution for which the planning and budgeting are being done. Community colleges are academic institutions, whose "primary mission...is the provision of rigorous, high quality degree and certificate curricula in lower division arts and sciences and in vocational and occupational fields."[3] In declaring planning processes to be subject to collegial consultation, the Board of Governors clearly intended to ensure that institutional planning would always remain focused on the goal of providing quality instruction to students. Similarly with respect to budget processes: these, too, need to affirm a "students first" approach to allocations and expenditures. Title 5 recognizes that the faculty, as the "cohort" most directly responsible for the delivery of quality instruction, is therefore also the group which, through its academic senates, has the responsibility of assuring that planning and budget processes have a consistently academic focus.

The challenges for faculty here are considerable. How does one design processes which guarantee a focus on high quality instruction? And

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how do faculty who have been locked out of the development of planning and budget processes on their campuses assert their prerogatives under Title 5? At last Fall's Plenary Session, representatives of Napa Valley College opened the discussion of the critical role of faculty in planning and budgeting with a presentation of the excellent model developed at their college. This Fall, the discussion will continue with the presentation of another model, a work in progress that will serve as a touchstone for a survey and discussion of the progress and problems on campuses throughout the state. As the fact of the vice president's E-mail makes clear, a vital faculty presence is necessary as a check against forgetting what it is we do.

1 Title 5, §53203.d.2 says that when mutual agreement is not achieved, "existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship."

2 Title 5 §51023.5.a gives staff the right to "participate effectively" in such decisions and §51023.5.a.6 says that their views shall be given "reasonable consideration." §§51023.7.a and 51023.7.a.3 assert the same prerogatives on the part of students.

3 This is the original AB 1725 language, intended as an amendment to the California Education Code, §66701.b.1. In the 1999 Education Code, the quality of teaching and programs in postsecondary institutions is the subject of §66010.2.b, and the substance of community college programs is treated in §66010.4.a.

Faculty Leadership Institute

• *by Nancy Silva*

The 1999 Faculty Leadership Institute was held at the Westin Hotel, Horton Plaza, in downtown San Diego on June 24 - 26, 1999. In attendance were sixty-two community college faculty participants, including new senate presidents and many other seasoned senate leaders. The Institute focused on the development and application of effective leadership skills. Participants were provided information on the roles and responsibilities of faculty leaders. Other goals of the Institute included providing information on how to build and maintain relations with other constituent groups, developing skills for personal and professional coping, and providing direction on how to create and maintain networks of support.

The Institute also provided valuable information to new senate leaders about their responsibilities defined in AB 1725 and Title 5 and prepared them for the challenge of senate leadership.

Participants were provided with a variety of breakout, covering topics such as understanding the budget process, implementation of the Action Plan to Diversity, review of participatory governance, how technology can assist local senates, strategies for faculty involvement, understanding the Brown Act, the role of the senate in good hiring practices, running effective meetings, communication and relationship building, and the new technical assistance process. In addition, internet training was provided throughout the Institute in the resource room.

Board of Governors Nominations

Local senates have received applications for nominations of faculty to serve on the Board of Governors. The Executive Committee will make final selections and submit names to the Governor's office after it has interviewedcandidates screened by the Standards and Practices Committee.

Candidates must have had some local academic senate leadership experience and knowledge of college governance. In addition, they must be able to demonstrate some leadership experience at the state level, preferably with the Academic Senate. Experience with discipline-related organizations and unions will also be considered. Those who have been nominated before may re-apply.

Nominations must be received in the Academic Senate Office by October 29.

Senate's First Annual Curriculum Institute

• *by Beverly Shue, Chair, Curriculum Committe*

Over 100 faculty members, articulation officers, curriculum deans and vice-presidents attended the first annual Academic Senate Curriculum Institute held on July 28 - 30, 1999, at the Disneyland Pacific Hotel. The goal of the Curriculum Institute was to provide resources to colleges to run effective curriculum committees, plan curriculum and programs, and write integrated course outlines as suggested in the many statewide Academic Senate documents on curriculum. Participants were asked to bring to the Institute curriculum success stories, curriculum dilemmas and samples of course outlines.

Diane Glow, San Diego Miramar, started the hands-on workshop with an explanation of how to write course outlines in which course objectives, course content, student assignments, and methods of evaluation are aligned. Action verbs using Bloom's Taxonomy in writing objectives that span from mastery of knowledge to demonstration of critical thinking skills were explained.

Bill Scroggins discussed a potpourri of curriculum issues, including effective curriculum process, prerequisites, distance vs. traditional education, and the curriculum process. John Nixon, CIO at Santa Ana College, joined Bill in a discussion of Tech Prep and joint programs with high schools, including the issue of granting college credit for high school courses.

Jolayne Service, from the Chancellor's Office of the CSU system discussed the process of getting a course evaluated for fulfilling IGETC and CSU GE Breadth requirements. Bob Stafford, San Bernardino Valley College, discussed the articulation process and general concerns articulation officers face. Lois Yamakoshi, Los Medanos College, explained her work on the community college articulation project (CCAN). She showed how the CCAN matrix works to identify comparable math courses at different colleges.

Loretta Hernandez, Laney College, discussed some of the curriculum issues in writing up courses for occupational programs, including the requirement to address SCANS criteria. Ophelia Clark, City College of San Francisco, contributed valuable information on vocational curriculum issues. Beverly Shue, Los Angeles Harbor College, used a sample course outline form from her college to show how to include SCANS competencies in vocational courses.

Jane Sneed and Vivian Ikeda, City College of San Francisco, discussed specific curriculum issues in writing up courses for ESL and Basic Skills, and Sandra Erickson, City College of San Francisco, presented information on the TIMMS report. Craig Justice, Chaffey College, discussed the Zero-Unit Lab to meet CalWORKs requirements.

Finally, the Curriculum Institute included a presentation by Ric Matthews, San Diego Miramar, on teaching a course by linking two sites. In the end, the participants walked away with a binder of curriculum resources, sample course outlines, and success stories — and a headful of curriculum facts.

Important Dates to Remember

Call for HaywardAwards
December 6, 1999
Due February 16, 2000

Call for Forum Submissions
December 13, 1999

Call for Laroche
January 25, 2000
Due March 5, 2000

Call for Exemplary Awards
February 18, 2000
Due April 19, 2000

Spring Area Meetings
March 24 - 25, 2000

2000 Spring Plenary Session
April 13-15, 2000
San Francisco Airport Westin

2000 Student Leadership Institute
June 5 - 8, 2000

2000 Technology for Teaching Institute
June 4 - 9, 2000

2000 Faculty Leadership Institute
June 22 - 25, 2000